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|  | **BULLYING POLICY** | |
| Policy reveiwed by:  Kathie Arnold and Jamie Sharp | | Ratified at school council:  To be reviewed: |
| **DEFINITION:** | | |
| Bullying is a direct and consistent intent by a person(s) who have deliberately set out to intimidate, exclude, threaten and/or hurt others. This will not be tolerated at Aldercourt Primary School. | | |
| **PURPOSE:** | | |
| Our school is committed to providing a safe and nurturing environment. This includes the ability for all stakeholders to form positive relationships, build confidence and self-esteem, allow for personal growth, develop skills to negotiate and cooperate with many aspects of Aldercourt’s teaching and learning programs. This policy focusses on ensuring our students have these opportunities in a physical, verbal and online form and that any forms of bullying will not be tolerated. | | |
| **AIM:** | | |
| * To reinforce that bullying in any form will not be tolerated at Aldercourt * The school will provide a positive culture focussing on our values of cooperation, achievement, respect and empathy to ensure bullying is not a part of our culture * For everyone in the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as an observer or as a victim * To ensure that all reported incidents are followed up immediately and support is provided to all parties * To educate students about bullying and the effects it can have on individuals, groups and families and provide appropriate strategies to reports/support the eradication of bullying * To provide students with activities to regularly engage in a positive learning and school environment. * To put into place necessary action to stop and prevent bullying in any form | | |
| **IMPLEMENTATION:** | | |
| **Bullying is:**   * A repeated and unjustifiable behaviour * Intended to cause fear, distress and/or harm * Evident in various forms including physical, verbal, online and indirect (exclusion) * An act where perceived power is utilised over an individual or others with a direct intent to belittle, harm or threaten.   **Types of bullying:**   |  |  |  | | --- | --- | --- | |  | **Direct** | **Indirect** | | **Physical** | * Hitting, slapping, punching * Kicking * Pushing, strangling * Spitting, biting * Pinching, scratching * Throwing items. eg, stones, sticks | * Getting another person to harm someone | | **Non-physical** | * Mean and hurtful name calling * Hurtful teasing * Demanding possessions including money * Forcing another to commit an offence on their behalf | * Spreading nasty rumours * Trying to get other students to not like someone | | **Non-verbal** | * Threatening and/or obscene gestures * Making faces including rolling eyes | * Deliberate exclusion from a game or activity * Removing or damaging others’ belongings | | **Online** |  | * Threatening and/or obscene gestures or photographs defaming others * Name calling in comments, teasing via social networks sites and applications * Sending photos or videos of others with the intent to cause emotional distress * Spreading rumours about others * Preventing a person to communicate with others * Hacking into systems and other people’s online accounts/property |   **To address these various forms of bullying we will:**   * Continue to inform parents, staff, students and the community that we have **zero tolerance towards bullying in any form.** * The school will continue to build upon best practice, ensuring we best prevent, address and support all personnel involved. * Continue to enhance our four phase approach to bullying  |  | | --- | | **Phase 1 – Prevention** | | * Provide frequent education to our students and community about our school values of C.A.R.E Cooperation, Achievement, Respect and Empathy. * Students developing skills for resilience, life skills, conflict resolution, problem solving,   assertiveness, anger management, protective factors and online behaviour via whole  school, classroom and welfare sessions   * Bullying survey: Yard and Online Survey to collate data to allow for future teacher and program development to assist students * Each classroom teacher to clarify at the start of each term the school policy on bullying with students. * Structured activities available to students at lunch breaks. * Provide a designated social skills program for students to learn the importance of collaboration   (teamwork), supporting other individuals and success.   * Modelled and rewarding good behaviours via leadership roles, rewards time (related to the   individual) and recognition   * Promoting regular attendance at school and recognition of improvements via assemblies | | **Phase 2 – Intervention** | | * Professional Development for staff relating to welfare management and social skill   development of students   * Promote student reporting of bullying immediately * Parents encouraged to work in unison with the school around bullying incidents were required * Community awareness and input relating to bullying, its characteristics and the school’s programs   and response.   * Appropriate welfare activities (eg. Restorative Practice) according to the situation guided by a   staff member | | **Phase 3 – Support** | | Those identified will/may be counselledOnce identified; bully, victim and witnesses talked with restoratively, and all incidents fullyinvestigated and documentedBoth bully and victim offered counselling and support If bullying is ongoing, parentscontacted and consequences implemented consistent with school Student Code of ConductOngoing monitoring of identified bullies. | | **Phase 4 – Consequences and Relationship Development** | | Consequences for students will be individually based and may involve:   * withdrawal of privileges * exclusion from class * exclusion from yard * school suspension/explosion * on-going counselling from appropriate agency for both victim and bully * placed on a 10 or 5 Day Consecutive Behaviour Contract * zoned in the yard areas | | | |