



## BULLYING & HARASSMENT PREVENTION POLICY AND PROCEDURES

Wyndham Park Primary school (WPPS) is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students, staff and community. We place great importance on learning opportunities that build resilience, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying prevention (including cyber bullying) and harassment will inform the community that **bullying and harassment in any of its forms is not tolerated at WPPS.**

Our school actively promotes a positive and welcoming environment for all members of the school community. This is accomplished through the School Wide Positive Behaviours Support framework including our values of being Respectful, Responsible and Safe. At WPPS we strive to:

- create a safe and respectful school environment and prevent bullying, cyber bullying and other unacceptable behaviours.
- ensure Wyndham Park Primary School complies with DET policy and guidelines.
- reinforce within the school community that no form of bullying is acceptable and that all adults are expected to model respectful relationships
- ensure 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 recipient.
- guarantee that all reported incidents of bullying are followed up, parents are informed of interventions made and that support is given to the student displaying bullying behavior, bystanders & the recipient.
- seek parental and peer-group support and co-operation at all times.
- provide opportunities for staff professional learning and parental education sessions.

**Bullying** is when someone, or a group of people, deliberately targets, upsets or hurts another person or damages their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

**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.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, or unwelcomed which could reasonably be expected to cause offence, humiliation or intimidation to a person. This includes people being singled out because of the colour of their skin, the way they talk, their cultural background or by their religious or cultural practices.

**Homophobic Bullying** on the basis of sexuality is a common experience for young people who are same sex attracted or for those who may not behave according to gender stereotypes.

**Definition for younger students**

Bullying is when someone keeps picking on another child again and again to make them feel bad. They say or do mean things to upset them, make fun of them a lot, try to stop them joining in or keep hitting or punching them.

Sometimes there might be a fight or argument between children. If it happens once, it is not bullying even though it can be upsetting. It is also not bullying if someone sometimes fights with a friend and they can sort it out.

Bullying feels awful. Bullying is not OK. It feels like you can't do anything to stop it.

Everyone has the right to feel safe.

**Definition for older students**

Bullying is when one person (or a group of people) with more power than someone else, tries to upset or hurt them over and over again. This power can come from being more popular, stronger or part of the group. They might repeatedly try to hurt them physically, socially isolate them, or say and do mean or humiliating things to them. Bullying can happen in person or online, and it can be obvious or hidden.

If someone behaves in a mean or aggressive way on one occasion it isn't bullying, even though it is not respectful or acceptable. A fight or disagreement between two people of equal power or status isn't bullying.

Bullying is not OK. It feels awful. It feels like you can't stop it. Everyone has the right to feel safe.

If bullying occurs at WPPS it will be addressed immediately following the procedures outlined in **Appendix A**. Individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

### **Bystander behaviour**

A bystander is someone who sees or knows about harassment, aggression, violence or bullying that is happening to someone else. Bystanders can be either part of the bullying problem or an important part of the solution to stop bullying.

Bystanders can act in different ways when they see or know about bullying:

- Some bystanders take the side of the bully by laughing at the victim, encouraging the bully or by passing on text messages or messages on social media sites like Facebook and YouTube
- Some bystanders will give silent approval or encourage the bully by looking on
- Some bystanders may watch or know about the bullying but don't do anything. They may not know what to do or are scared. This group of bystanders knows that bullying is not ok.
- Some bystanders will be supportive and take safe action to stop the bully, find help or support the victim

### **Supportive bystanders**

Just as we have human rights we also have responsibilities to respect and protect the rights of others. A supportive bystander will take action to protect the rights of others.

A supportive bystander will use words and/or actions that can help someone who is being bullied.

People respect those that stand up for others who are bullied but being a supportive bystander can be tough. Sometimes it is not easy to work out how to help safely, so getting help from an adult is always recommended.

For supportive bystanders to take safe and effective action these are some of the strategies that we teach our students:

- make it clear to your friends that you won't be involved in bullying behaviour
- never stand by and watch or encourage bullying behaviour
- do not harass, tease or spread gossip about others, this includes on social networking sites
- never forward on or respond to messages or photos that may be offensive or upsetting
- support the person who is being bullied to ask for help e.g. go with them to a place they can get help or provide them with information about where to go for help
- report it to someone in authority or someone you trust e.g. at school to a teacher, or a school counsellor; Assistant Principal or Principal; if the bullying is serious, families are encouraged to report it to the police; if the bullying occurs on social networking sites keep a screen shot as evidence and report it to the site administrator.

All WPPS students are encouraged and supported to be 'supportive bystanders' by demonstrating behaviours/actions and/or words that are intended to support someone who is being attacked, abused or bullied. The actions of a supportive bystander can stop or diminish a specific bullying incident or help another student to recover from it.

### **Primary Prevention and Early Intervention**

Following is a summary of the varied activities for students, teachers and parents to promote social competency and an anti-bullying environment.

These supports and programs develop and promote a caring, positive and pro-social school community based on positive relationships:

- Restorative Conferencing (see **Appendix A**)
- Visual reflections with a restorative focus
- Positive parenting initiatives
- Class meetings/Circle Time
- Regular Bully Buster presentations
- Respectful Relationships workshops
- An engaging curriculum
- Weekly SWPBS lessons (Social/Emotional learning eg. Kimochis)
- Behavioural and Support Intervention programs run by Wellbeing Team and specialized teacher
- Targeted Social Skills programs and other Learning Support programs run by ES staff (SSTT)
- Peer Mediators and Buddies Program
- 'Plan for Play' assistance
- Supervised Indoor play options at break times
- Daily yard supervision at break times and before and after school
- Annual Harmony Day celebrations and Cultural Diversity events
- Teaching problem solving strategies (eg. The Wheel of Choice – **Appendix C**)
- Life Education Program P-6
- Anonymous classroom wellbeing surveys
- Student Leadership Program (Class captains & vice captains)
- Visiting guest speakers and performances (eg. CyberSmart)
- Safe, Responsible and Respectful Awards (eg. Badges, Star Students, Cool Kookaburra Certificates and Positive Postcards)

WPPS uses several data capture tools; **Xuno** and **Bully Busters**. These resources provide a platform to document all cases reported and all interventions made. This data also assists in establishing patterns or areas of concern so they can be addressed.

## LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

DET's [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)

DET's [Safe Schools are Effective School's](#)

DET's [Student Engagement Policy Guidelines](#)

The school's Internet Use Policy (re cyber-bullying)

DET's [Respectful Schools](#)

Appendices which are connected with this policy are:

Appendix A: WPPS Bullying & Harassment Procedures

Including Restorative Conferencing definition.

Appendix B: WPPS Bully Busters reporting template (screen shot of online tool)

Appendix C: The Wheel of Choice

### **Evaluation:**

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

<b>Date Implemented</b>	26/10/15
<b>Author</b>	Julia McCahon, Assistant Principal (with student, staff and parent consultation)
<b>Approved By</b>	School Council
<b>Approval Authority (Signature &amp; Date)</b>	26 October 2015
<b>Date Reviewed</b>	October 2018
<b>Responsible for Review</b>	Julia McCahon, Assistant Principal
<b>Review Date</b>	
<b>References</b>	<p><b>Bounce Back</b> by Helen McGrath  <b>Hotshots</b> by Helen McGrath  <b>National Safe Schools Framework</b> Department of Education  <b>Bullying and Harassment</b> by Dr Donna Cross</p> <p><b>Websites</b>  <a href="http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx">http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx</a>  <a href="https://www.humanrights.gov.au/what-you-can-do-stop-bullies-be-supportive-bystander-violence-harassment-and-bullying-fact-sheet">https://www.humanrights.gov.au/what-you-can-do-stop-bullies-be-supportive-bystander-violence-harassment-and-bullying-fact-sheet</a>  <a href="http://www.education.vic.gov.au/wellbeing/index">www.education.vic.gov.au/wellbeing/index</a>  <a href="http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodconcern.aspx">http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodconcern.aspx</a>  <a href="http://www.bullyingonline.org">www.bullyingonline.org</a>  <a href="http://www.bullyingnoway.com.au">www.bullyingnoway.com.au</a>  <a href="http://www.ncab.org.au">www.ncab.org.au</a>  <a href="http://www.cybersmartkidsonline.com.au">www.cybersmartkidsonline.com.au</a>  <a href="http://www.cyberquoll.com.au">www.cyberquoll.com.au</a>  <a href="http://www.transformingconflict.com">www.transformingconflict.com</a>  <a href="http://www.restorativejustice.org">www.restorativejustice.org</a>  <a href="http://www.kidshelpline.com.au/">http://www.kidshelpline.com.au/</a></p>

## Appendix A

# WPPS Bullying and Harassment Procedures

---

The staff member investigating the report will follow this 3 step response:

### 1. Establish the facts (record on Xuno)

- What was said and/or done to the recipient
- The location
- The reaction of the recipient
- Whether it is the first time the recipient has experienced bullying behaviour and, if not, whether the same person or group was involved
- Whether the recipient knows of anyone else experiencing the same treatment
- Whether there were any witnesses to the incident. These facts will be ascertained using a range of strategies which best suit the child's age and emotional state. Eg. drawings, written conversations, group interviews, one on one interviews and verification techniques. This information must be recorded.

\*This information may have already been recorded – if a the issue has been reported via the WPPS Bully Buster App (Appendix B)

### 2. Conference and inform parents

-**Conference** with all students involved (separately) where possible - keep the identity of the person reporting the issue private.\* Only staff trained in *Restorative Practices* or *The Method of Shared Concern* will conference with students together.

-record any statements from the recipient of bullying

-record any statements from witnesses

-record any statements from the student who allegedly bullied

-discuss a range of possible solutions to manage the situation and find a resolution to which all parties involved agree

-advise all involved that they may make additional reports if they are not satisfied that the issue has been resolved

-**inform the parents of the recipient, and the student who bullied, of the incident** (including interventions put in place) Give DET guidelines/tip sheets to parents, so they are able to respond appropriately. Record contact with parents on Xuno.

-monitor and record the situation on an ongoing basis

-where necessary provide support and the opportunity for counselling for the recipient and the student who bullied (referral to the School Counsellor)

-classroom teacher to collaborate with Wellbeing Team member to establish a Behaviour Support Plan or behavioural/social goals to include in Individual Learning Plan, for the student who has bullied.

**3. If bullying by a student persists, strategies to eliminate further incidents will include recommendations from the DET Student Support Service Officers. Staff member will liaise with the Wellbeing Team/Assistant Principal to make a referral.**

Where severe bullying or harassing behaviour resists all school efforts to cease, The Principal will follow interventions for managing and responding to challenging behavior, as outlined in the DET Student Engagement Policy Guidelines.

#### **\*Restorative Conferencing**

This is a discussion between a staff member and student/s, focusing on our SWPBS Matrix - Expected behaviours and school values.

The fundamental concepts of Restorative Conferencing include an understanding of violation of people and relationships, resultant obligations and liabilities, restorative justice to heal and put things right. The healing of the relationship invariably concerns all those connected to or affected by the wrongdoing thus allowing everyone to begin their "journey to belonging."

When students are involved in a conference with a staff member, it is based upon three key elements;

1. Re-establishing an understanding and use of common language (SWPBS Values, Matrix behaviours)
2. The attributes of the student as a learner with a focus on individual strengths
3. Reminding and teaching/re-teaching basic problem solving skills (eg. Wheel of Choice – Appendix D) and social skills

## **Appendix B**

### **Bully Busters Reporting Template**

## Appendix C

### The Wheel of Choice

# WHEEL OF CHOICE

When you have a problem, Try at least ② of these ideas

**STOP**  
Tell them to STOP!

**GO BACK AND TRY AGAIN**

**WALK AWAY**

**TALK IT OUT**

**ASK OTHERS FOR HELP**  
1 2 3 4 5 6 7 8 9 10  
Count to ten to cool down  
Calm down, Stay calm "CHILL"

**SORRY**  
If you are wrong say Sorry

**M.Y.O.B**  
Mind Your Own Business

Stop, think and do the right thing!  
See a duty teacher if this doesn't help

## MAKE A COOL CHOICE