



ANTI BULLY AND HARRASMENT POLICY

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1 Definition

Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. By contrast, conflict between equals and single incidents are not defined as bullying although, of course, such incidents may require intervention by the school. Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders.

Bullying may be carried out overtly (e.g. face – to – face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The different types of bullying identified by the National Safe Schools Framework (NSSF) include:

Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.

Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults.

Cyber-bullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. Cyber-bullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behavior by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.

Bully is a clear form of harassment.

2 Rationale

At Melbourne Chinese Ethnic School will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. Everyone deserves to be treated with respect and dignity. Bullying and harassment in any of its forms will not be tolerated.

3 Aim

- 3.1 To reinforce within the school community that no form of bullying or harassment is acceptable.
- 3.2 To alert everyone within the school community to signs of bullying or harassment.
- 3.3 To ensure that if a member of the school community sees another person being harassed or bullied they report it to staff.
- 3.4 To ensure that all reported incidents of bullying or harassment are dealt with firmly and fairly.
- 3.5 To prevent bullying, harassment, exclusion and other negative behaviour.
- 3.6 To seek parental and peer-group support and co-operation at all times.

4 School Duty of Care

4.1 If bullying occurs which is foreseeable (a teacher or other school staff member knew of, or ought to have known of, a bullying incident) a breach of the school's duty of care towards students could have occurred.

4.2 Schools must take reasonable action to develop plans and implement programs aimed at deterring bullying activities. Schools need to have procedures in place to respond effectively to bullying incidents. There must be a

system in place in the school so that this Diocesan Student Anti-Bullying Policy and the school-based Anti-Bullying Policy and Procedures are disseminated as appropriate to members of the school community.

4.3 In the case of students with disabilities, schools need to take action to prevent bullying and ensure a whole-school approach is adapted to tackling and eliminating bullying. The school needs to ensure that staff shows leadership in valuing differences between children. Staff must be able to identify when a disabled child or young person is being bullied and what to do to prevent bullying.

4.4 Principals must report conduct to the police where a serious criminal offence has been identified. Such circumstances can include (but are not limited to) stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyber stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or disseminating child pornography.

5 Implementation

5.1 Family, teachers, students and the community will be aware of the school's position on bullying. Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.

5.2 The school will adopt a four-phase approach to bullying.

6 Primary Prevention

6.1 Professional development for staff relating to all forms of bullying including cyber bullying, harassment and proven counter measures.

6.2 Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable

6.3 Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the school's programs and response.

6.4 Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

6.5 Attitudes to School, Parent Opinion and Staff Opinion surveys will be administered and acted upon annually.

6.6 Each classroom teacher to clarify with students at the start of each year the school policy on bullying.

6.7 The use of mobile phones and ipads by students will be limited with consequences to be implemented for any students who use mobile phones inappropriately.

6.8 The curriculum to include anti-bullying messages and strategies.

6.9 Visual reminders about how to deal with problems.

7 Early Prevention

7.1 Promote children and staff reporting bullying incidents involving themselves or others.

7.2 Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.

- 7.3 Family encouraged to contact school if they become aware of a problem.
- 7.4 Public recognition and reward for positive behavior and resolution of problems.
- 7.5 School Committee will be informed of all bullying incidents.

8 Prevention

- 8.1 Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- 8.2 Parents to be contacted.
- 8.3 Students and staff identified by others as bullies will be informed of allegations.
- 8.4 Both bullies and victims will be offered counselling and support.
- 8.5 Removal of cyber-bullies from access to the school's network and computers for a period of time. Loss of privilege to bring a mobile phone to school for student's who bully via SMS or similar telephone functions.
- 8.6 If student bullying persists parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

9 Post Violation

- 9.1 Consequences for students will be individually based and may involve:
 - exclusion from class.
 - exclusion from yard.
 - school suspension.
 - withdrawal of privileges.
 - ongoing counselling from appropriate agency for both victim and bully.
- 9.2 Reinforcement of positive behaviours.
- 9.3 Support Structures.
- 9.4 Ongoing monitoring of identified bullies.
- 9.5 Rewards for positive behaviour.

10 Evaluation

This policy will be reviewed with whole staff, student, parent and community as part of the school's two-years review cycle.

This document is to be reviewed by the following parties;

- School Committee members
- Involves staff members, parents and students
- Principal