

Bullying & Harassment Policy – Tallygaroopna PS



Purpose

Tallygaroopna Primary School aims to provide a safe and inclusive environment free from all types of bullying behaviour. This policy is to be a positive message to staff, parents and children, to ensure that the whole school community is working together to eliminate bullying.

Policy

Schools must include a statement about bullying and cyberbullying behaviours in the Rights and Responsibilities section of their Student Engagement Policy.

A Student Engagement Policy should include a positive statement about the school's values and philosophy, and the related programs and strategies being implemented by the school to promote student engagement, high attendance and positive behaviours.

Definition

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage 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.

This table describes the categories of bullying.

Category	Includes
Direct physical bullying	<ul style="list-style-type: none">• hitting, kicking, tripping, pinching and pushing or damaging property
Direct verbal bullying	<ul style="list-style-type: none">• name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Indirect bullying	<ul style="list-style-type: none">• action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:<ul style="list-style-type: none">- lying and spreading rumours- playing nasty jokes to embarrass and humiliate- mimicking- encouraging others to socially exclude someone- damaging someone's social reputation or social acceptance
Cyberbullying	<ul style="list-style-type: none">• 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.

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 usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in 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 are not the same as 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 the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

Approaches

Schools should:

- promote and support safe and respectful learning environments where bullying is not tolerated
- put in place whole-school strategies and initiatives such as Bounce Back & Respectful Relationships and others as outlined in the Department's anti-bullying policy
- develop a Student Engagement Policy that includes processes and strategies to prevent and respond to incidents of bullying and other forms of unacceptable behaviour.
- involve students, staff and parents in updating the Student Engagement Policy.
- work in partnership with parents to reduce and manage bullying.
- take a whole-school approach focusing on safety and wellbeing by utilising any resources / funding which may be available (ie: School Chaplain Program, Be You (previously known as Kidsmatter..etc).

Related Policies

- [Student Support Services](#)

Department Resources

- [Student Engagement Policy Guidelines](#)
- [Building Safe and Respectful Schools](#): providing guidance to schools about creating safe and respectful learning environments
- [Sexuality Education](#):
 - [Respecting Relationships](#): supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
 - [For Principals](#): for a copy of Supporting Sexual Diversity in Schools (2008).

Other Resources

- [Bullying. NoWay!](#) – the joint Australian Education Authorities website
- [Safe Schools, National Safe Schools Framework](#) providing a set of nationally agreed principles for safe and supportive school environments and includes appropriate responses that schools can use to address the issues of bullying, harassment, violence, and child abuse and neglect.

Evaluation:

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

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

Endorsed by School Council
Wednesday 23rd October 2019