Anti-Bullying Policy

Rationale of Clarkefield Primary School Anti Bullying Policy

Clarkefield Primary School believes that in order for students to learn to the best of their ability and to extend personal growth, they must have a safe and friendly environment in which to spend their time. The 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.

Definition of Bullying

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Aims of Anti-Bullying Policy

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and cooperation at all times.

Structure/Content of Anti-Bullying policy

The school will adopt a four-phase approach:

A. Primary Prevention: Community education

- Professional development for staff relating to bullying, harassment and the strategies that counter-act them.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Feedback from students will be sought regularly in order to monitor the school’s culture with regard to bullying
- The Values Education program to clarify at the start of each year the school policy on bullying.
- The principal, staff and students to promote the philosophy of ‘No Put Downs’.
- Structured activities available to students at recess and lunch breaks.
B. Early Intervention:

- Encourage children to report bullying incidents involving themselves or others.
- Nomination of staff member(s) as alternative contacts for students.
- Classroom teachers regularly reminding students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact school if they become aware of a problem.
- Safe lunchtime and recess venues are publicised for children to use.
- Public recognition and reward for positive behaviour and resolution of problems.
- The principal and/or staff are informed of all bullying incidents.

C. Intervention:

- Those identified through the Bullying Survey will be counselled.
- Once identified, bully, victim and witnesses spoken with, and all incidents or allegations of bullying fully investigated and documented.
- Both bully and victim offered counselling and support in individual meetings and in combined/mediated setting if appropriate.
- Staff liaison.
- If bullying is significant or ongoing, parents will be contacted and consequences implemented consistent with the school’s Student Code of Conduct.

D. Post-violation policy outcomes:

Discipline consequences for bullies may involve:

- school detention.
- school suspension.
- exclusion from class.
- exclusion from yard.
- formal apology
- expulsion

The severity of the incident, level of remorse and previous behavioural history of the bully will affect severity of discipline:

- Ongoing monitoring of identified bullies/victims.
- Ongoing counselling from appropriate agency for both victim and bully.
- Development of peer partnering and peer mentoring programs.
- Public acknowledgement/rewards for positive behaviour and reinforcement of school policy.

Implementation of policy:

- Parents, teachers, students and the community will be aware of the school’s position on bullying.
- Staff will be made aware of their responsibilities with regard to the policy.
- Publication of policy via school publications.
- The policy will be distributed to all students at the start of each school year or when a student enrols throughout the year.
- Programs and training developed for various stakeholders.
Evaluation

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

THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL - 12 May 2014