Anti-Bullying Policy - including Cyberbullying

Date approved by School Council | 28th March 2012

Rationale
Seaford Park Primary School acknowledges and accepts that bullying can occur in all school environments. As a community of learning that strongly supports the development of a supportive culture among students, parents and school staff, we see the management of bullying as paramount to the social, emotional and academic development of the perpetrator and the victim.

In support of the Student Wellbeing Policy and Engagement Policy, our aim is to foster the development of resilience and self esteem in students. The management of bullying and the achievement of resilience are accepted as a school community responsibility at Seaford Park Primary School.

Seaford Park Primary School recognises that bullying is:

Any form of unprovoked behaviour towards another person which makes them feel uncomfortable, either physically or emotionally by one or more persons. That bullying behaviour is normally regular and over time but it can be one off incidents that cause ongoing trauma for the person. Bullying is a clear form of harassment.

Bullying (including cyberbullying) behaviour includes:

- Verbal actions such as threatening, taunting, teasing and name calling
- Physical contact such as pushing, hitting, kicking or restraining someone else
- Putting others down
- Rude gestures
- Refusing to comply with another person’s reasonable requests
- Offensive text, email messages or images
- Spreading of rumours online
- Sending unwanted messages
- Defamation.

Aims
This policy is written to promote and build resilience in all students at Seaford Park Primary School and as such should be read in conjunction with the Student Wellbeing Policy and Engagement Policy. The school will address prevention practices in the management of bullying by:

- Reinforcing 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
- Ensuring that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators
• Seeking parental and peer-group support and co-operation at all times
• Fostering a culture of open communication where students, parents and teachers are welcome to voice concerns or opinions in the appropriate forums

Implementation:

• Provide all students with the skills for social/emotional well-being in school, work and the world of tomorrow as part of the ‘You Can Do It’ Education Program
• Teaching students strategies that focus on resiliency, reduction of risk behaviours and promotion of help-seeking protective factors
• Promoting the rights of individuals and groups in schools - students, staff and parents to be free of bullying by others.
• Staff and students identifying students at risk and perpetrators
• Give voice to the person(s) harmed and allow the opportunity for their needs to be met and to be part of the resolution
• Give voice to the person(s) who caused the harm and allow the opportunity to make amends to those harmed
• Engage in collaborative problem solving allowing all affected to be engaged in the process
• Enhance responsibility by allowing the person(s) causing harm to reflect and understand
• Plan for restoration, ongoing accountability and future steps
• Positive peer modelling through the School’s leadership program
• If student bullying persists parents will be contacted and consequences implemented consistent with the school’s Student Code of Conduct and Expected Behaviours and Consequences
• Students, whose bullying behaviour continues, may be referred to further counselling. This may include, Department of Education and Early Childhood Development (DEECD) Guidance Officer and/or Social Worker
• Each classroom teacher will clarify with students at the start of each year the School’s Anti-Bullying Policy

Behaving safely online means:
• protecting your own privacy and personal information (we used to call it 'stranger danger')
• selecting appropriate spaces to work and contribute
• protecting the privacy of others (this can be sharing personal information or images)
• being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

Evaluation

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