



“We flourish as engaged bilingual global citizens who can face challenges as critical, creative thinkers. Our exemplary holistic education promotes a lifelong love of learning.”

BULLYING AND HARASSMENT POLICY

RATIONALE

Camberwell Primary School does not tolerate bullying in any form. The school adheres to a strong set of values that creates a culture where bullying is perceived as unacceptable. All members of the school community have the right of respect from others, the right to learn or to teach, and the right to feel safe and secure in their school environment.

POLICY

Camberwell Primary School will proactively and actively pursue the minimisation of any form of bullying. For this culture to become a reality the school will inform and educate the school community to assist all stakeholders to:

- understand the definition of bullying and the impact it has on a victim, perpetrator and observers
- recognise signs of bullying
- ensure that bullying is reported, documented and the consequent actions are taken
- monitor and reduce the incidence of bullying in the school community
- ensure that perpetrators acknowledge and take responsibility for their actions

Camberwell Primary School will

- promote and support safe and respectful learning environments
- action whole-school strategies and initiatives as outlined in the Department’s anti-bullying policy
- adopt 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.

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| School Name: Camberwell Primary School Camberwell Road campus and Reserve Road campus | Policy name Bullying and Harassment Policy | Policy Ref. Number VRQA |
| Approved by: CPS School Council | Date: March 2018 | Next: 2019 |
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WHAT BULLYING IS

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.

There are many and varied categories of bullying

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| Direct physical bullying | <ul style="list-style-type: none"> ▪ hitting, kicking, tripping, pinching and pushing or removing 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. |

WHAT BULLYING IS NOT

Many distressing behaviours are **not** examples of bullying even though they are unpleasant and often require teacher intervention and management, such as:

- **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.

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REPORTING, ACTION, MONITORING AND DOCUMENTATION

The Principal will appoint an Assistant Principal for the coordination of Student Wellbeing and the school community is informed of his/her identity and their role. The school community will follow the documented process for reporting and acting upon incidents involving bullying either in the classroom or in the yard.

Classroom teachers will:

- follow the procedures for reporting on and acting upon incidents involving bullying
- reinforce the social skills program (Restorative Practice – Circle Time)
- refer to the School Values and Positive Behaviour matrix
- Utilise Restorative Practice practices to assist students to mend relationships

Teachers on yard duty will:

- monitor and document on Sentral any student behaviour displaying signs of bullying, noting teachers involved, student names, time, date and location

UNDERSTANDING

Perpetrators will:

- participate in the restorative practice discussion/counselling program as required
- cease the bullying behaviour

POSSIBLE INDICATORS OF BULLYING

- school refusal
- frequent, unexplained illness e.g. headache and tummy ache
- unexpected drop in the work standards of the child
- tearful and emotional behaviour
- bedwetting and nail biting
- sleeping poorly
- becoming withdrawn or aggressive
- unexplained physical injury
- being excluded
- sudden change in relationships
- unexplained behaviours
- a parental sense that ‘something is not quite right’ with their child

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STRATEGIES FOR STUDENTS

Physical

- report the bullying behaviour to a teacher or Principal
- report incidents to parents
- play with good friends who will support you
- avoid becoming involved in other conflicts

Personal

- try not to retaliate as it may inflame the situation
- think about your own behaviour and body language – a smile can do much to deter a bully
- understand that bullying is not your fault
- remind yourself that it is the bully who has the problem not you
- know when to walk away
- try not to show your anger to your bully/bullies (it will only give him/her/them satisfaction)
- use humour
- develop your ability to read body language, sense mood
- admit to imperfections (this removes the target the bully may be using)

EVALUATION

- This policy will be published on the CPS website
- This policy will be reviewed annually or will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

RELATED POLICY & PROCEDURES

- **Reporting and acting upon bullying incidents procedure**
- Student Engagement and Inclusion Policy
- eSmart Policy
- Cybersafety Policy
- ICT Policy
- Yard Duty Procedures
- Codes of Conduct

RELATED LEGISLATION

Education and Training Reform Act 2006

REFERENCES

The Key Links which are connected with this policy are sourced: Department of Education
<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/bullying.aspx>

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