



Anti Bullying and Anti Harassment Policy

1. Policy Statement

Debney Meadows Primary School is committed to providing a safe, caring environment and culture which enables positive relationships to be formed amongst all students and staff, which also encourages positive self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that bullying and harassment in any of its forms will not be tolerated.

What are Bullying, Cyber Bullying and Harassment?

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and on-line personal profiles where some adolescents create lists of people they do not like. It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Debney Meadows Primary School will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment and humiliation, fear, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

2. Guidelines

- A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.
- All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.
- All complaints of harassment will be heard in confidence and taken seriously.
- Debney Meadows Primary School will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.
- There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and Anti- Harassment Policy guidelines and procedures.

3. Program

- Constructive strategies to deal with harassment will include education in coping strategies, assertiveness training, problem solving and social skills, counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.
- The Anti-Bullying and Anti-Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community.
- A summary of the Policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.
- The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels that a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

- Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DE&ECD materials eg: 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.
- Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.
- The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues
- Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school's Welfare and Discipline Policy. The Principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Early Childhood (DEECD) guidelines.

4. Links and Appendices (including processes related to this policy)

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>
- <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachclassroom.asp>
- <http://www.education.vic.gov.au/school/teachers/health/Pages/default.asp>
- <http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segministerorder.pdf>
- <http://www.education.vic.gov.au/school/students/support/Pages/bullying.aspx>
- "Safe Schools are Effective School's" (DE&ECD)

5. Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances

Attachment 1

Checklist to guarantee the safety of every child at D.M.P.S

Acceptable behaviour	
<ul style="list-style-type: none"> upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy. 	
<ul style="list-style-type: none"> treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities. 	
<ul style="list-style-type: none"> listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child 	
<ul style="list-style-type: none"> promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students (ATSI statistically more likely to experience child abuse and maltreatment, https://aifs.gov.au/cfca/publications/child-abuse-and-neglect-statistics) 	
<ul style="list-style-type: none"> promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds 	
<ul style="list-style-type: none"> promoting the safety, participation and empowerment of students with a disability 	
<ul style="list-style-type: none"> if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm. (If there is reasonable belief that a child is 	
<ul style="list-style-type: none"> reporting any allegations of child abuse or other child safety concerns to the school's leadership and/or Wellbeing Coordinator 	
<ul style="list-style-type: none"> understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse. 	

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

Unacceptable Behaviours	
<ul style="list-style-type: none"> ignore or disregard any concerns, suspicions or disclosures of child abuse 	
<ul style="list-style-type: none"> develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts) 	
<ul style="list-style-type: none"> exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context 	
<ul style="list-style-type: none"> ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate 	
<ul style="list-style-type: none"> discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting 	
<ul style="list-style-type: none"> treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity. 	
<ul style="list-style-type: none"> communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except 	

where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter	
<ul style="list-style-type: none">• photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes¹	
<ul style="list-style-type: none">• in the school environment or at other school events where students are present, consume alcohol contrary to school policy ² or take illicit drugs under any circumstances.	
