



Anti-Bullying and Harassment Policy

Rationale

Clapham Primary School provides a safe, inclusive, supportive and ordered learning environment that does not tolerate bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, is not acceptable in this school and will be dealt with seriously and expediently. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community. At Clapham Primary students are expected to be respectful and cooperative community members. Bullying will be addressed through restorative practices that empower individuals to speak up and assert themselves. This is an important lifelong skill.

What is bullying?

Bullying is deliberate and repeated verbal, physical or social behaviour that is harmful and intended to hurt, threaten or embarrass someone and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

What is harassment?

Harassment is behaviour that targets an individual or group due to characteristics held by that group (identity, race, culture, etc) that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour or it may be a single act.

Bullying and harassment can be:

Physical	kicking, hitting, pushing, pinching, spitting, tripping, punching, shoving, flicking, throwing objects, unwanted touching
Verbal	name-calling, teasing, taunting, mocking, making offensive comments, putting others down, threatening
Emotional	threats, stalking, offensive gestures, standover tactics, taking or damaging someone's property, ignoring, gossiping, excluding people from groups, producing offensive graffiti, offensive or hurtful comments about appearance, family and/or friends, spreading hurtful/untruthful rumours
Cyber	inappropriate text messaging, sending offensive or degrading images and/or comments by phone/internet/email, communicating under false pretences, forwarding of other students private communication, establishment of websites to humiliate others



Reporting & Responsibilities

Terminology to be used within the school community

- Avoid the term 'victim' and use '**recipient**' or '**target**' instead.
- Avoid the term '**bully**' and use '**the student who bullied**' instead.
- Avoid the term '**weaker**' and use '**in a less powerful (or more vulnerable) position**' instead.

Guidelines to be followed within the school community

- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, religious, physical or intellectual differences.
- The Principal and staff have a responsibility to fairly, reasonably and consistently implement the Code of Conduct.
- All students are informed that if they are bullied, teachers are available to support them and to stop it from happening. Incidents must be reported to a class teacher, the teacher on yard duty or a person with whom they feel comfortable.
- All students are informed that if they witness bullying or are aware of it occurring in other ways, incidents must be reported to a class teacher, the teacher on yard duty or a person with whom they feel comfortable.
- All parents are informed that if they believe that their child or another child is being bullied, they should contact the school.
- All teachers are informed of the procedures that are followed if an incident of bullying is reported to them.
- All teachers have a responsibility to respond to, investigate, follow up and monitor incidents of bullying.

Procedures for identifying and dealing with bullying

Students are explicitly taught problem solving strategies to deal with situations when they or their peers are being bullied or feel unsafe. They follow a 5-step process called 'High 5' which encourages them to Ignore, Talk Friendly, Talk Firmly, Walk Away, Report.

Staff monitor incidents and identify patterns of individuals and/or cohorts of students. This behavioural data is used to evaluate the effectiveness of the school's anti-bullying and harassment policy and to implement strategies to address specific issues.

Parents should talk, in the first instance to the class teacher as soon after the incident as possible. This gives the school the best opportunity to follow up the incident and intervene. If the incident is serious or unresolved, reports should be made to the Principal or Deputy Principal.



The staff member investigating the report should:

1. Establish the facts
 - What was said and/or done to the recipient
 - The time and place the incident occurred
 - The reaction of the recipient
 - Whether it is the first time the recipient has experienced this behaviour and, if not, whether the same person or group was involved
 - Whether the recipient knows of anyone else experiencing the same treatment
 - Whether there were any witnesses to the incident

These facts will be ascertained using a range of strategies which best suit the child's age and emotional state eg: group / 1:1 conversations and verification techniques.

2. Strategies the school will use to respond to a confirmed incident of bullying
 - Record any statements from the recipient of bullying, witnesses, and the student who allegedly bullied
 - Discuss a range of possible solutions to manage the situation and find a resolution to which all parties involved agree
 - Advise the parents of recipient, and the student who bullied, of the incident
 - Monitor the situation on an ongoing basis
 - Where necessary provide support for the recipient and the student who bullied through Restorative Justice practices
 - Develop an Individual Behaviour Management Plan, where necessary for the student who bullied, to promote and establish positive peer relationships
3. If bullying by a student persists, strategies to eliminate further incidents may include recommendations from Student Support Services to seek placement of the student in an alternative setting (Learning Centre), suspension or exclusion.
Parties involved will be advised of their right of access to the Department for Education and complaints procedures.

Our Whole School Approach to Bullying and Harassment Prevention

At Clapham Primary our values of respect, responsibility and co-operation are stated positively and support a school-wide consistent approach to behaviour management and an expectation of a high standard of responsible behaviour at all times. Students are explicitly taught Habits of Mind, which is a strengths based approach, to develop an understanding and use of common language, social skills and social competencies. To develop in students a sense of belonging, collaboration and community responsibility students are involved in SRC initiatives and Buddy Class activities.

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