Monash Primary School

Anti-Bullying Policy

Reviewed March 2018

School Vision

Monash Primary School's Purpose is
"to provide a safe, caring and supportive environment that values respect and responsibility and encourages everyone to succeed."

We value

Respect,
Responsibility
and
Success

Bullying behaviours are unacceptable and will not be tolerated at Monash Primary School.

Such behaviour will be dealt with seriously and expediently.

Our school works with the community and other services and agencies to support our students in being respectful, responsible, successful members of our community.

OUR UNDERSTANDING OF BULLYING

Bullying is unjustifiable and repeated verbal, physical, social or psychological behaviour that is intended to cause distress, fear or harm 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. Technology may be considered and not limited to chat rooms, instant chat messaging, social media such as Facebook and Twitter, email, text messages or using other web sites.

Bullying can take many forms. The list below provides an example of different behaviours that can be considered bullying behaviour, but the list is not exhaustive. It is the repeated nature of the behaviour, and the imbalance of power, that determines if behaviour is *bullying* or not.

Physical:
- Hitting, kicking, punching, pushing, shoving, spitting, and tripping.
- Encouraging others to engage in physical bullying behaviour.

Psychological:
- Threatening either verbally or physically.
- Stalking or following.
- Making rude gestures.
- Taking or damaging something which belongs to someone else.
- Forcing others to hand over food, money or something which belongs to them.
- Making someone do something they don't want to do.

Verbal:
- Name calling, teasing or threatening others.
- Making fun of someone because of their appearance, physical characteristics or cultural background.
- Making fun of someone's actions.
- Annoying others repeatedly.
- Being shut down trying to speak.

Social and Emotional:
- Excluding others from the game or group.
- Spreading untrue stories about others.
- Following people around.
- Writing or posting incorrect or unwanted information about others.
- Unwanted texting, photographing or videoing of others.

Racial or Sexual/Gender harassment may include:
- Remarks about a person's physiology, cultural or family background.
- Assault (ranging from unwanted touching to violent and verbal incidents).
- Persistent and unwelcome invitations for sexual favours or social comment.
- Jokes, innuendo and suggestive comments, leering and ogling, belittling comments.
- Displays of sexually graphic materials.
- Suggestive comments about a person's private life or sexual/gender preference.
- Derogatory comments based on race or gender.

OUR PROACTIVE APPROACH TO PREVENTION

At Monash Primary School, the behaviour of students, staff, parents/caregivers and wider community members is expected to align with our Purpose and Values. Everyone has a responsibility to ensure Monash Primary is a safe and supportive place to learn.

Staff work with students to develop positive relationships and common understandings of our Values. Students develop an increasing awareness and understanding of Respect, Responsibility and Success as they move through the school.

Recognising positive student engagement and involvement in the school is important. Star Students, Acts of Kindness and Success Trips are examples of this. We are committed to providing as many opportunities as possible for students to experience success, and this is reflected in our extensive extra-curricular activities and programs. In addition, building positive relationships and learning to work co-operatively with a range of people is deliberately planned for as part of our daily work.

Our commitment to providing a curriculum in accordance with Australian standards means we offer learning programs that explicitly
- teach students about what bullying is,
- help students to identify signs of bullying and bullying behaviour,
- support students to know what to do if they or a peer are bullied,
- teach students about social emotional competencies and positive mental health and wellbeing, and
- build students' understanding of and respect for the myriad of differences between people.

Everyone has a responsibility to support a safe learning and work environment. In addition to the strategies above,

Staff will:
- Model respectful behaviour that reflects school values.
- Support members of the community in dealing with incidents of bullying - Listen to reports, document information, inform the Principal of reported acts of bullying, protect the person being bullied from further harm, report to parents as necessary.

Students will:
- Model respectful behaviour that reflects school values.
- Communicate with a staff member, family member or peer of trust if they (or a peer) don't feel safe or supported in their school environment.

Families will:
- Model respectful behaviour that reflects school values.
- Inform school personnel (class teacher or leadership team) if they are aware that a child doesn't feel safe or supported in their school environment.
- Maintain confidentiality by not speaking with students or their families directly about their reports/concerns.

OUR RESPONSE TO BULLYING BEHAVIOUR

Our intent is to provide an environment where all community members feel safe and supported in their learning and work. However, if this is not the case for all members of the community, we have a responsibility to act on it and follow up as per our behaviour management policy.

Behaviour that does not align with our school's Purpose or Values is addressed in a way that ensures:

- Students are supported to understand why their behaviour is unacceptable.
- Students have the opportunity to demonstrate that they can re-engage in ways that align with our Purpose and Values.
- Students build a growing capacity to take responsibility for their behaviour.
- All students and staff have an opportunity to learn and work in a safe environment.

It is important to note that the Department for Education has specific legislation, guidelines and processes that schools are required to follow in certain instances of bullying. This is particularly relevant to cyber-bullying and serious incidents of bullying behaviour.