



## ANTI-BULLYING AND HARASSMENT POLICY

### RATIONALE

We believe that:

- Everyone has the right to be safe and to feel valued, accepted and respected.
- Bullying and harassment are an abuse of power.

### AIM

All members of the Hillcrest Primary School community will be able to work, study, learn and play in a safe, non-threatening environment free from all forms of bullying and harassment.

### DEFINITION

"Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference' ... These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status."

<https://bullyingnoway.gov.au/>

Bullying and harassment are hurtful behaviours that are unwanted, unwelcome or repeated and regarded as offensive by a victim. This can occur between **students, staff and parents/caregivers**. Bullying in particular is deliberate hurtful gestures, words or actions, which are repeated over time.

### Types of bullying and harassment:

**Physical** - fighting, kicking, punching, slapping, pushing, shoving, inappropriate touching or invasion of personal space.

**Racial** - racially oriented jokes, drawings, literature or acts or communications that are intended to harass, intimidate, or humiliate students, staff, families or visitors on account of race, religion, colour or national origin.

**Sexual** - inappropriate touching, gestures or language of a sexual nature, sexually oriented jokes, drawings or literature.

**Verbal** - name calling, offensive language, slander, talking about people behind their back, disparaging comments made on the basis of a person's appearance, race, sex, religion, gender or disability.

**Visual** - offensive photographs, notes or material, graffiti, or damage to others' possessions.

**Social** - "stand-over tactics", picking on others, threats to "get" people, "paying out" on people, or gangs trying to dominate others, and

- intentionally ignoring or excluding others,
- spreading rumours,
- asking unwanted questions about a person's private life.

**Cyber** - abuse, threats or harassment carried out through a communication carriage service such as a website, email, chat room, weblog (blog), discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS), video recording or photography.

#### Examples of cyber bullying:

- Teasing and being made fun of on a website, social networking page (Facebook, Twitter etc) or chat group – this includes rude, offensive or malicious 'wall posts' or setting up 'hate groups' aimed at individuals, groups or organisations.
- Spreading of rumours online or via SMS.
- Sending unwanted messages.
- Defamation.
- Obtaining, sending, uploading and/or sharing unauthorised digital photographs.

Any type of behaviour can be regarded as bullying or harassment when the person it is happening to has said that it is unwelcome or unwanted and wants it to **stop immediately!**

**REMEMBER: There is no such thing as an "innocent bystander". Speak up for the target, don't watch or listen to hurtful behaviours and get help when needed. Although it's not easy, we need to call upon the silent majority to stand up for what's right.**

## **ACTION**

**What we do at Hillcrest Primary School in response to bullying and harassment:**

- **Educate:**
  - **Inform** students, staff and parents/caregivers about respectful relationships, student wellbeing, civics and citizenship via our school Code of Conduct, Restorative Practices, the Learner Wellbeing Framework and the National Safe Schools Framework.
  - **Teach** students about violence prevention, cyber-safety, conflict resolution, anger management and problem solving and celebrate positive behaviour and social skills.
  - **Provide** curricula and individual programs that develop skills for forming and maintaining positive, non-coercive relationships including recognising the difference between aggression and assertiveness. Current programs in place:
    - **Focus Social Skills Program in Term 1 annually**
    - **Anti-bullying performances, literature, videos & discussion groups**
    - **Net-Alert and Cyber-bullying programs (SAPOL)**
    - **Keeping Safe (Child Protection) Curriculum**
  - **Learn** how to identify and address prejudice and discrimination as they relate to gender, race, disability and other factors.
  - **Teach** students and parents/caregivers to be better bystanders and ensure staff, students and parents/caregivers know how to effectively address bullying, harassment and resolve concerns.
- **Collaborate:**
  - **Encourage** all members of the school community to identify and report incidents of bullying and harassment.
  - **Create** opportunities for students to share concerns and manage the process of resolution through Restorative Practices.
  - **Involve** other agencies and services and implement collaborative individual case management systems as appropriate.
  - **Counsel** students, talking with parents/caregivers and putting consequences in place.
  - **Work in partnership** with government, local and community agencies and provide parents and caregivers with appropriate interagency support, programs, community courses or information.
- **Respond & Communicate:**
  - **Listen and talk** with the person who has been bullied and the person who has bullied.
  - **Implement** Restorative Practices, processes and procedures to help everyone involved improve their relationship(s) with each other.
  - **Negotiate consequences** for the person who has been bullying or harassing others with input from those he/she has bullied — these may include **suspension or exclusion for students, departmental and /or legal action for parents/caregivers and staff**. Principals can suspend and/or exclude from school, even if the behaviour occurred outside of school hours or off site, including cyber-bullying.
  - **Contact** parents/caregivers of all parties concerned, Education Director and police if required.
  - **Record** incident on EDSAS and submit a Critical Incident Report if warranted.

## **EVALUATION**

**This policy will be evaluated and reviewed as part of the school's annual review cycle.**