



<b>Policy Name</b>	<b>Anti-Bullying Policy &amp; Procedure</b>
<b>Related Policies and Legislation</b>	Anti-Discrimination Policy Appropriate Behaviour Policy Child Protection Policy & Procedure Duty of Care Policy Information Technology & Usage Policy Occupational Health and Safety Policy School Social Media and Networking Policy Code of Conduct – Treetops Staff & Students Australian Student Wellbeing Framework AISWA Guidelines – Bullying Prevention
<b>Policy Category</b>	Behaviour Management
<b>Relevant Audience</b>	All Treetops Community
<b>Date of Issue / Last Revision</b>	20 May 2010 15 March 2013 27 October 2016 <b>15 August 2019</b>
<b>Date Set for Review</b>	<b>August 2022</b>
<b>Person/s Responsible for Review</b>	Treetops Administration

## Anti-Bullying Policy

### Purpose

The Anti-Bullying Policy is one of a number of policies and procedures (listed above) that together describe the behaviour, culture and practices expected of employees, contractors, volunteers and students in their work and learning at Treetops Montessori School.

The Anti-Bullying Policy aims to prevent bullying. It describes the sorts of behaviours and relationships that constitute bullying. It lists the rights and responsibilities students and staff should expect and uphold when working and learning at Treetops. It describes Treetops' commitment to preventing bullying and how it will deal with any incidents or suspected bullying.

### **Definition of Bullying**

Bullying is usually a series of repeated intentionally cruel incidents, involving the same people, in the same bully and victim roles, with a disparity of power between the parties. This, however, does not mean that in order for bullying to occur there must be repeat offences. Bullying can consist of a single interaction.

Bullying is a wilful, conscious desire to hurt, frighten or threaten. It can be physical, verbal, threatening/psychological and/or emotional. It can be directed at a person's belongings such as repeatedly hiding someone's possessions. It can occur using technology such as email, phone, messaging and internet (cyber bullying). Bullying includes racial, religious, homophobic, and sexual harassment. It can occur in the form of offensive gestures, intimidation, extortion and social exclusion. It is behaviour that is designed to hurt, injure, embarrass, upset or discomfort the other person for the bully's own gain or gratification and to feel a sense of power over the victim.

### **Effects of bullying or being bullied**

Signs of bullying or being bullied can include changes in mental health such as depression and anxiety, social effects such as loneliness, physical health signs such as evidence of physical harm or poorer health, and other effects such as reluctance to go to school, lower academic performance and unhappiness at school.

### **School Commitment**

Treetops School does not tolerate bullying and is committed to providing a positive and safe environment for all members of the school community. All staff and students are obligated to report any incidents of bullying or suspected bullying. We educate our staff and students about bullying and the effects of bullying; we closely monitor the behaviour of our staff and students to ensure that bullying is not allowed to occur; and we will take swift and early action to deal with any bullying that does occur.

### **A Child Safe Environment**

Consistent with Standard 12.1(a), the arrangement of the premises and implementation of policies and procedures must enable the provision of a child-safe environment which assists to deter inappropriate interactions and facilitate detection. Treetops will, therefore, aim to eliminate opportunities for grooming behaviour, bullying and harassment, child abuse, assaults and self-harm to occur undetected.' (Guide to Registration Standards and Other Requirements for Non-Government Schools July 2018 (the Guide))

Treetops supports the aims of the Australian Student Wellbeing Framework (ASWF)

The National Safe School Framework (NSSF) was reviewed and replaced by The Australian Student Wellbeing Framework in October 2018. ASWF builds on and extends the guiding principles of the previous framework.

The Australian Student Wellbeing Framework supports Australian schools to promote positive relationships and the wellbeing of students and educators within safe, inclusive and connected learning communities. The ASWF consists of an overarching vision, key elements, guiding principles, and effective practices to support the whole school community to build and maintain safety, positive relationships and wellbeing.

The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

The Framework outlines how this fundamental role of schools can be achieved. The Framework aligns with the Australian Curriculum and diverse national, state and territory initiatives, policies and legislative frameworks currently in place to support students' safety and wellbeing.

The five elements of the Australian Student Wellbeing Framework are:

- LEADERSHIP: Visible leadership to inspire positive school communities
- INCLUSION: Inclusive and connected school culture
- STUDENT VOICE: Authentic student participation
- PARTNERSHIPS: Effective family and community partnerships
- SUPPORT: Wellbeing and support for positive behaviour