

DSM Policy

Anti-Bullying

Deutsche Schule Melbourne Inc, ABN 52 936 931 854



Statement

The values and ethos of Deutsche Schule Melbourne (DSM) – A German English Bilingual School vision statement form the foundation for the school’s anti-bullying policy. The school’s Code of Conduct, Behaviour Management, Child Safe and Complaints and Grievances Policies should be read in conjunction with the Anti-Bullying Policy.

Rationale

DSM’s vision is to help students to realise their individual potential and become creative and confident participants in the global community.

We recognise that bullying causes physical, social and/or emotional harm to children and young people, and that this affects their ability to reach their individual potential both socially and academically.

Together, we nurture and support healthy, respectful and inclusive relationships between all members of the school, including staff, students, parents and carers. We foster a tolerant, harmonious and inclusive school community, recognising, respecting and valuing the richness of our diversity. We promote respect, understanding and fairness in all interactions in order to create an environment to develop the personal, social, intellectual, physical and creative development of every child.

We aim to reduce and eliminate bullying, build capacity in young people to address bullying and strengthen their emotional resilience. We aim to develop organisational capacity to address bullying.

Purpose

The anti-bullying policy sets out the principles and framework governing DSM’s behaviour and activities that support all members of the school community in enacting a zero tolerance and whole school approach to anti-bullying.

This policy clearly defines expectations in relation to positive student behaviour and in doing so defines what constitutes unacceptable bullying behaviour. The policy seeks to support all members of the school to create an environment characterised by respectful and positive relationships.

This policy together with its supporting procedures should be read and understood by all members of the school and complies with the requirements of the Education and Training Reform Act 2006.

Principles

DSM has a zero tolerance approach to bullying and does not accept any behaviour that interferes with the safety, wellbeing and inclusion of students. DSM, in discharging its duty of care, understands that it has a responsibility to enable students to flourish in relation to their emotional, mental and physical health.

DSM Policy

Anti-Bullying



Deutsche Schule Melbourne Inc, ABN 52 936 931 854

All students, teachers, parents and members of the school community, no matter what their background, race, ethnicity, gender, physical and intellectual attributes, are to be valued and respected.

DSM is committed to create a whole school culture of positive behaviour, respectful relationships and tolerance for each other in order to achieve its aim to reduce and eliminate bullying and to provide a safe environment where the risk of harm is minimised and students feel physically and emotionally safe.

Legal and regulatory basis for compliance

- Duty of Care
- Education and Training Reform Act 2006 (Vic.)
- Education and Training Reform Regulations (2007)
- VRQA minimum standards
- Victorian Government Department of Education and Training's (Vic DET) guidance on bullying, cyberbullying and the role of the school¹
- Disability Discrimination Act 1992 (Cth)²
- Racial Discrimination Act 1975 (Cth)³
- Sex Discrimination Act 1984 (Cth)⁴
- Equal Opportunity Act 2010 (Vic.)⁵
- Racial and Religious Tolerance Act 2001 (Vic.)⁶

Anti-bullying provisions for workers are contained within these Acts.

- Fair Work Act 2009 (Cth)
- Occupational Health and Safety Act 2004 (Vic.)
- Equal Opportunity Act 2010 (Vic.)
- WorkSafe Victoria: Workplace Bullying

Scope

This policy applies to the whole school community, including the board, the Principal, teachers and other staff, students, parents and the wider school community.

¹ <https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprole.aspx> (Accessed 30 August 2019)

² <https://www.legislation.gov.au/Details/C2016C00763> (Accessed 30 August 2019)

³ <https://www.legislation.gov.au/Details/C2014C00014> (Accessed 30 August 2019)

⁴ <https://www.legislation.gov.au/Details/C2014C00002> (Accessed 30 August 2019)

⁵ [http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e9200e23be/7CAFB78A7EE91429CA25771200123812/\\$FILE/10-016a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e9200e23be/7CAFB78A7EE91429CA25771200123812/$FILE/10-016a.pdf) (Accessed 30 August 2019)

⁶ [http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/CBE6EADBA4439759CA256E5B00213F28/\\$FILE/01-047a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/CBE6EADBA4439759CA256E5B00213F28/$FILE/01-047a.pdf) (Accessed 30 August 2019)

DSM Policy

Anti-Bullying

Deutsche Schule Melbourne Inc, ABN 52 936 931 854



Our Definitions

Duty of Care

Schools have a duty of care to ensure the safety and wellbeing of students. In discharging this duty, the Principal, teachers and other staff are held to high standard of care in relations to students. The duty requires principals and teachers to take all reasonable steps to reduce the risk of harm to students, including the implementation of strategies to prevent bullying. The duty is non-delegable, meaning that it cannot be assigned to another party.⁷

Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.⁸

Bullying Behaviour may be:

Verbal	Name-calling, insults, jokes, offensive language or comments, threats, teasing, taunting, bragging, ridicule, picking on people because of their appearance, academic ability, skills, race or religion
Written	writing or preparing offensive notes or material, either hand-written or computer generated
Physical	Unprovoked assaults such as prodding, pushing, hitting, kicking, shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons, fighting, and invasion of personal space
Social	Humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, circulating offensive notes, playing nasty jokes, jokes to embarrass and humiliate, mimicking, lying, peer pressure to conform, using difference as dividing factor, harm someone's reputation
Cyber	Via the internet, email or mobile phone, e.g. text messaging, repeatedly calling or emailing someone, picture/video clips and recordings, chat rooms, instant messages or posting on websites or message boards with the intent to harass, cause discomfort, intimidate or spread rumours

⁷Victorian Department of Education and Training. Duty of Care (31. January 2019) Victorian Department of Education and Training <https://www.education.vic.gov.au/school/principals/spag/safety/Pages/dutyofcare.aspx> (Accessed 30 August 2019)

⁸<https://www.education.vic.gov.au/school/principals/spag/safety/Pages/bullying.aspx> (Accessed 30 August 2019)

DSM Policy

Anti-Bullying



Deutsche Schule Melbourne Inc, ABN 52 936 931 854

Non-verbal	Staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games
Provocative	Damaging other people's possessions, inciting others to behave threatening, racist, sexist or in a homophobic way, bringing provocative literature or homophobic propaganda
Other	Extortion, blackmail, hiding or interfering with personal property, forcing to take part in embarrassing, humiliating or sexual acts and favours
Sexual	Commenting about someone's moral values or asking unacceptable questions about someone's private life. It can include touching or brushing against someone etc. unwanted invitations of a sexual nature.

Note: Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.⁹

Bystanders

Bystanders are people witnessing bullying. They may be assistants to the offender; reinforcers who don't actively attack but provide positive feed-back to the bully; outsiders not getting involved, but allowing the bullying to continue and defenders who show anti-bullying behaviour, comforting and taking the side of the victim and try to stop the bullying. Bystanders are an important group that can be complicit in allowing bullying behaviour or instrumental in stopping it.

Roles and responsibilities

The whole school has a responsibility in preventing and the intervention of bullying incidents.

The Board

- responsible for reviewing the anti-bullying policy and ensuring its implementation
- promote and model the school values

⁹ <https://www.education.vic.gov.au/school/principals/spag/safety/Pages/bullying.aspx> (Accessed 30 August 2019)

DSM Policy

Anti-Bullying



Deutsche Schule Melbourne Inc, ABN 52 936 931 854

The Principal

- ensuring the school has anti-bullying policies and procedures in compliance with the VRQA minimum standards
- developing strategies that ensure the culture of the school is one in which positive behaviour and respectful relationships are given high priority
- developing and implementing strategies and procedures together with the whole school community that, as far as possible, reduces bullying to zero
- establishing clear procedures for the reporting and monitoring of bullying incidents and behaviour
- ensuring staff have access to regular training in the development of positive behaviour and in strategies reducing bullying and cyberbullying. The Principal may also wish to provide regular training and support for parents in respect of bullying and cyberbullying
- over-seeing the development and implementation of anti-bullying strategies and for monitoring their effectiveness
- promote and model the school values

Staff

- building a safe and supportive school environment that engages students
- managing the safety and welfare of all students
- providing an effective school transition program
- undertaking early intervention of bullying and, where required, develop a management plan to monitor and restore well-being
- managing all incidents of bullying proactively
- undertaking professional development in areas that promote healthy relationships, such as conflict resolution and personal safety
- fostering cooperative and inclusive learning environments in classrooms, where diversity and community are appreciated
- modelling healthy relationships with other staff, students and parents/guardians
- modelling positive values and behaviours
- developing strategies to promote positive peer relationships across all year levels
- developing a whole school approach to student wellbeing and developing positive peer relationships
- supporting students in helping them to develop protective resources to minimise stress and antisocial behaviours or educational failure, and to foster resilience programs
- involving parents/guardians and the school community in the development of safety and wellbeing strategies
- implementing the Code of Conduct in conjunction with students and parents to provide a safe and supportive environment for all students
- encouraging genuine student leadership
- having high expectations of the behaviour of all students
- supporting students who are bullied or harassed
- engaging counsellors where required
- monitoring students wellbeing
- reporting concerns to parents/guardians
- abide by the Code of Conduct
- promoting and model the school values
- employing student feedback system
- leading class conferences
- establishing rules for each class
- providing supervision during breaks

DSM Policy

Anti-Bullying



Deutsche Schule Melbourne Inc, ABN 52 936 931 854

- reporting concerns to the class teacher/principal

Students

- be respectful, inclusive, kind, and supportive to others
- explore and practice proactive behaviours such as assertiveness, seeking help and ignoring unwanted behaviour
- look out for others that don't have anyone to play with
- find ways to include many children in play
- take responsibility for your own behaviour and actions
- avoid joining in with others who might want to bully or harass another student and tell a teacher
- take preventative action if you feel safe to do so (tell the bully to stop, tell a teacher)
- report bullying behaviour to your teacher or staff, and be supported by staff and parents/carers through the process when they do
- support any person they feel is being bullied and encourage them to do something about it
- be aware that not talking about bullying or harassment often allows it to continue
- promote and model the school values
- abide by the Code of Conduct

Parents/Guardians

- promote respectful and healthy relationships with each other, with and amongst the students and with the teachers
- support teachers in building safe and supportive school environments
- model tolerant and inclusive relationships, values, attitudes and behaviours
- talk to your child about the qualities associated with caring friendships and discourage them from staying in 'friendships' where they are mistreated or not respected
- encourage and support your child in seeking help and the telling of bullying incidents
- report all incidents or suspicions of bullying to the class teacher, not just incidents that happen to their own child
- support each other and each other's children in a bullying incident
- support the school in the timely investigation of a bullying incident
- work with the school in the resolution process and provide ongoing support
- remember that many factors can lead to bullying and that all parties involved including the oppressor(s), the victim and any bystander(s) need to learn from the incident to avoid and/or better respond to future bullying incidents
- promote and model the school values
- abide by the Code of Conduct

Strategies

Prevention Strategies

DSM is committed to develop a whole school approach to bullying. Preventing and intervening in incidents of bullying is the responsibility of everyone in the school community including board, teachers and staff, students and parents/carers as well as the wider community.

DSM Policy

Anti-Bullying



Deutsche Schule Melbourne Inc, ABN 52 936 931 854

A whole school approach seeks to engage all key learning areas and all year levels and include various aspects of school life such as curriculum, culture, teaching practices, policies and procedures.

Prevention strategies at DSM include:

Classroom:

- one-on-one counselling
- small group sessions and peer group work,
- individual student feedback systems
- in-class programs to prevent bullying behavior
- class conference, a structured restorative discussion forum, in which students have the opportunity to share thoughts and concerns with their peers in a safe and supportive environment, facilitated by a teacher.

School:

- strategies to support student wellbeing
- supervision during break times
- the school's friendship bench
- buddy-system
- rewarding positive behavior
- a telling culture to encourage students to seek help if they witness a bullying incident in school or outside of school by making it clear that bullying is everyone's business; that telling someone is the school's expectation; that telling doesn't make them a 'snitch'; by reassuring students that they will be taken seriously and kept safe; by providing support to the student when they tell (listening carefully, investigating properly, taking action, communicating and offering long-term support, including external support)

Intervention Strategies

The school uses a restorative approach to address relational problems, including bullying. Restorative practices look at the harm done and its repair and provide a safe process in which damaged relationships can be repaired. Restorative practices use a clear structure for working through incidences of bullying with focus on healing the harm done to relationships, holding those who have done harm accountable – in a supportive environment - for their actions and involving everyone affected by the bullying in finding solutions moving forward. These practices give those responsible a chance to learn, with the challenge and support of others, a better way to manage their relationships (and therefore reducing the likelihood of the behaviour recurring) – and empower those affected by giving them an equal voice and therefore restoring the balance of power in finding a meaningful and lasting solution that is agreed by all those affected – and hence rebuilding positive and respectful relationships.

In summary a restorative approach:

- intends to heal the harm caused
- empowers the victims to define a way forward
- provide those affected with the opportunity to:
 - express how they have been affected
 - seek what they need to repair the harm
- provide those responsible with the opportunity to:
 - explain their point of view
 - take ownership and responsibility
 - make amends in order to be reintegrated in the school community

DSM Policy

Anti-Bullying

Deutsche Schule Melbourne Inc, ABN 52 936 931 854



Working through incidents

Working effectively through bullying incidents and communication with those involved is vital to promote understanding and provide clarity and resolve issues efficiently. Accurate records are vital for data collection, monitoring and analysis.

The flowchart on the last page clearly sets out the steps DSM takes in working through an incident.

Ongoing support

Investigating incidents can bring additional issues to the school's attention, which may need further support to be resolved. Helping the victims, offenders practically and emotionally to resolve these issues is important for long-lasting behaviour change and further bullying prevention. DSM may make referrals to external specialists, organisations and agencies that can provide ongoing support.

Emotional support

Those affected, those responsible and bystanders may all need emotional support to help them to explore their thoughts and feelings about how the bullying incident has affected them and to explore available options and strategies in dealing with the effects and to put their emotional reactions into context.

Emotional support may include:

- encouraging students to tell their story in their own words and at their own pace
- actively listening and showing the student that they have been heard
- reflecting back what the students says to show they have been understood
- helping the student to work through their emotions including feelings of anger
- positively challenging guilt and self-blame, and expressing compassion, concern and empathy
- conveying a sense of positive regard towards the student
- demonstrating respect and a non-judgmental approach to the student and their situation
- identifying, affirming and encouraging the student's capacity to cope in the future
- helping the student to build self-esteem and confidence
- helping the student to change their behaviour as necessary

In some cases, a student may need in-depth specialist support, which is beyond the skills of teachers at DSM to provide. In these cases a recommendation to seek specialist mental health support should be made.

Support Services & Resources

There are many support services and resources available in relation to bullying. The school will promote and publicise those service to parents and students from time to time, including:

- **'Bullying. No Way'**, (<https://bullyingnoway.gov.au>) is run by a working group of the Education Council helping schools to create learning environments where every student is safe, supported, respected and valued.
- **Bully Stoppers** (<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>) is an online toolkit that provides easy to use interactive printable tools and resources designed to

DSM Policy

Anti-Bullying



Deutsche Schule Melbourne Inc, ABN 52 936 931 854

help students, parents, teachers and principals to make sure schools are safe and supportive places where bullying is taken seriously and not ignored. The kit includes a data collection tool consisting of an number of surveys for teachers, parents and students.

- The Australian Government's **eSafety Commissioner** website: <https://esafety.gov.au> - keeping kids safe online.
- **eSmart** (<https://www.esmart.org.au>) is an initiative of the Alannah & Madeline Foundation, helps teachers, librarians and the greater community to best manage cyber risks, bullying and cyber bullying issues so students feel safer and supported.
- **Friendly Schools** (<http://friendlyschools.com.au/fsp/>) is a collaboration of Friendly Schools, Headspace and the Supré Foundation, who have teamed up to address bullying and social relationship issues in Australian Schools
- **Kids Helpline** 1800 55 1800 (<https://kidshelpline.com.au/>) is a phone counselling services designed for school aged children, parents and school.
- **Let's stop Bullying** is a primary education kit that includes many activities that can help teachers to address bullying and encourage students to take an active and informed role in protecting themselves and developing skills and attitudes that may help them to deal with bullying issues.
- **National Centre Against Bullying** (www.ncab.org.au) provides research based bullying advice and resources on a variety of topics.
- **Racism. No Way** (www.racism.noway.com.au) aims to tackle racism in schools in Australia by providing teachers, students and parents with games, research and lesson ideas that explore the causes and effects of racism for practical use in the classroom.
- The **Student Wellbeing Hub** (www.studentwellbeinghub.edu.au) provides information and resources for students, parents and teachers to create and maintain a safe and welcoming school environment.

Policy communication

The anti-bullying policy is available on the school's website. The school will communicate any policy changes to its members and make regular public statements to demonstrate its commitment to a zero tolerance culture with respect to all forms of bullying.

Links to other policies

The Anti-Bullying policy is closely linked to other school policies, in particular:

- Positive Behaviour Policy
- Child Safe
- Student Code of Conduct
- Parent Code of Conduct

DSM Policy

Anti-Bullying

Deutsche Schule Melbourne Inc, ABN 52 936 931 854



- Staff Code of Conduct
- Complaints and Grievances
- Critical Incident Plan
- Enrolment Terms and Conditions
- On Site Supervision of Students
- Privacy
- Professional Learning & Development
- Safety and Welfare of Students Learning with an External Provider
- Serious Incident and Mandatory Reporting
- Staff Awareness
- Student Welfare
- Supervision of Students Offsite
- Use of Computers and the Internet
- Welfare Communication

Policy review

The board will review the Anti-Bullying policy every two years.

Reviewed, 23.10.2019

DSM Policy

Anti-Bullying

Deutsche Schule Melbourne Inc, ABN 52 936 931 854



Incident flow chart

