



Bullying Prevention Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact (03) 5281 3291 or email shelford.ps@education.vic.gov.au

Purpose:

Shelford Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying
- make clear that all forms of bullying at Shelford Primary School will not be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at Shelford Primary School.

When responding to bullying behaviour, Shelford Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Shelford Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Scope:

This policy addresses how Shelford Primary School aims to prevent and respond to student bullying behaviour. Shelford Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Wellbeing and Engagement Policy* and *Student Code of Conduct*.

This policy applies to all school activities, including camps and excursions.

Policy:

Definitions

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

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.

Bullying has three main features:

- * It involves a misuse of power in a relationship
- * It is ongoing and repeated, and
- * It involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- * Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- * Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- * Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- * Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability. For further information about bullying, refer to: Bully Stoppers (education.vic.gov.au) and the Department's Bullying Prevention and Response policy on the Policy and Advisory Library.

Other distressing and inappropriate behaviours

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to staff and our school will follow the: Student Wellbeing and Engagement Policy and/or Student Code of Conduct. *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. 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 harassment, 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. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Bullying Prevention:

Shelford Primary School has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Shelford Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of incursions and programs are offered to raise awareness about bullying and its impacts.
- In the classroom, our Resilience, Rights and Respectful Relationships (RRRR) program teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The RRRR program encourages positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action Against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our *Student Wellbeing and Engagement* policy.

Incident Response:

Reporting concerns to Shelford Primary School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to their classroom teacher, however students are welcome to discuss their concerns with any trusted member of staff.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Shelford Primary School should contact the principal.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Shelford Primary School are timely and appropriate in the circumstances.

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations; and
2. inform the principal

The principal or principal's nominee is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the principal or principal's nominee may:

- speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the principal or principal's nominee in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

When the principal or principal's nominee has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students, including the support of appropriate Student Support Services (SSS) staff.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Shelford Primary School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

The principal or principal's nominee may implement all, or some of the following responses (with the classroom teacher) to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to SSS.
- Offer counselling support to the perpetrator student or students, including referral to SSS.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to SSS.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.

- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the victim student(s), the perpetrator students and a group of students who are likely to be supportive of the victim(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- Facilitate a Student Support Group meeting and/or Student Management Plan for affected students.
- Prepare a Safety Plan or Student Management Plan restricting contact between victim and perpetrator students.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement targeted strategies to reinforce positive behaviours.

The classroom teacher is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour. All staff involved will provide detailed and timely documentation on any incident.

Shelford Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Communication

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included as annual reference in school communication portal
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

Further information and resources:

This policy should be read in conjunction with the following school policies:

- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy

Our school also follows Department of Education and Training policy relating to bullying including:

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support Policy](#)

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- Bully Stoppers
- Report racism or religious discrimination in schools
- Kids Helpline
- ReachOut Australia
- Lifeline
- Bullying. No way!
- Student Wellbeing Hub
- eSafety Commissioner
- Australian Student Wellbeing Framework

Review Cycle and Evaluation:

This policy will be reviewed every 2 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

- Data to inform this review will be collected through:
- Discussion and consultation with students and parent/carers
- Assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Parent Opinion Survey

Policy last reviewed	20 th July 2022
Consultation	School Council - 20th October 2022
Approved by	School Council
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