



BULLYING PREVENTION POLICY

PURPOSE

Warrandyte 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 Warrandyte 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 Warrandyte Primary School.

When responding to bullying behaviour, Warrandyte 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.

Warrandyte 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 Warrandyte Primary School aims to prevent and respond to student bullying behaviour. Warrandyte 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 Inclusion and Diversity Policy, Child Safe Standards Policy and Student Wellbeing and Engagement Policy.

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

POLICY

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.



Other distressing 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 school staff and our school will follow the Student Code of Conduct Agreement and the Student Wellbeing and Engagement Policy.

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

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

Bullying prevention at Warrandyte 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:

- Parents, teachers and students will be informed of the Student Code of Conduct.
- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.



- Adopting the School Wide Positive Behaviour Support model.
- 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 year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Peer Support Program and the Peer Mediation program encourage 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.
- Classrooms develop a set of values known as Norms (agreed behaviours) which are referred to regularly whilst encouraging positive behaviours.
- 'Restorative Practice' is implemented when working toward expected values and behaviours.

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



INCIDENT RESPONSE

Reporting concerns to Warrandyte 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 including the School Principal or another teacher.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Warrandyte Primary School should contact School Principal Craig Crouch on 9844 3537.

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 Warrandyte 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 in [insert relevant location i.e. incident register, Compass, student file]; and
2. inform the student's classroom teacher, Year Level Coordinator and the Principal.

The Year Level Coordinator is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Year Level Coordinator 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 students 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 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 in consultation with the Student Wellbeing Team, teachers, SSS and Department of Education and Training specialist 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, Warrandyte 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 School Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to the Student Wellbeing Team, SSS or an external provider.
- Offer counselling support to the perpetrator student or students, including referral to the Student Wellbeing Team, SSS or an external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Wellbeing Team, SSS or an external provider.
- 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 Behaviour Support Plan for affected students.
- Prepare an Individual Management Plan restricting contact between victim and perpetrator students.



- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting, affected students with an older Student Mentor and/or the Respectful Relationships Program and/or supports as indicated in the School Wide Positive Behaviour Support Initiative.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours, such as those outlined in the School Wide Positive Behaviour Support Initiative.

The School Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Warrandyte 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.

FURTHER INFORMATION AND RESOURCES

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

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints and Grievances Policy
- Inclusion and Diversity Policy
- Equal Opportunity 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](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Bullying. No way!](#)

EVALUATION



This policy will be reviewed on an annual basis or earlier as required, following analysis of school data on reported incidents of, and responses to bullying to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

- discussion with students
- regular student bullying surveys
- regular staff surveys
- assessment of school based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented.

Proposed amendments to this policy will be discussed with student representative groups, parents groups and school council.

REVIEW CYCLE

This policy was last updated on May 26th 2019 and is scheduled for review in May 2020.

Safe Schools are Effective Schools

A Strategy For Parents

Discovering that your child is being bullied or that your child is bullying others is very stressful and upsetting. Most parents initially experience anger, confusion and guilt.

The following information has been developed to provide you with useful strategies in dealing with incidents of bullying.

What is Bullying?

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person on more than one occasion. Bullying includes physical bullying such as hitting; verbal bullying such as name calling; and indirect bullying such as spreading rumours.

Bullying is Not

- a situation where there is mutual conflict – i.e. a balance of power where students are both upset and usually want a resolution to the problem.



- Social rejection or dislike (unless it is a repeated act and directed towards a specific person).
- Single episodes of nastiness or meanness or random acts of aggression or intimidation.

How do I know if my child is being bullied?

Some of the signs that a child is being bullied include:

- an unwillingness or refusal to go to school
- feeling ill in the mornings
- wagging school
- doing poorly in their school work
- becoming withdrawn, starting to stammer, lacking confidence
- crying themselves to sleep, having nightmares
- asking for money or starting to steal (to pay the bully)
- refusing to talk about what's wrong
- having unexplained bruises, cuts, scratches
- beginning to bully other children or siblings
- becoming aggressive and unreasonable

Adapted from Kidscape, available at www.kidscape.org.uk/parents/signsof.shtml



What can I do if my child is being bullied?

Step 1: Listen carefully to your child and show concern and support.

Step 2: Give sensible advice – don't encourage your child to fight back; this will most likely increase the bullying.

Step 3: Assist your child to develop positive strategies including:

- 'saying leave me alone' and calmly walking away
- avoiding situations that might expose them to further bullying
- making new friends.

Step 4: Ask your child the following questions to understand if there is a repeated pattern:

- What, where and when did the incident happen?
- Who was involved on each occasion?
- Did anybody else see it and, if so, who?
- What solutions have been tried so far?
- The names of any teachers who are aware of the problem.

Step 5: Work with your child's school to solve the problem. Schools take their responsibilities in relation to bullying behaviour very seriously and they have more success when parents work with the school to solve the bullying problem.

Remember, if you were not aware that your child was being bullied, then perhaps your child's teachers did not know about it either.

You should:

- Make an appointment with your child's teacher and make notes of the points you want to discuss before the meeting.
- At the meeting try to stay calm and present information in a way that makes it clear that you and the school are working as partners in trying to fix this problem.

The school will need time to investigate and to talk to teachers and, perhaps, other students.

Step 6: You can make a follow-up call to see what has been done or alternatively ask the school when you can expect them to get back to you.



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Step 7: Work with the school to establish a plan for dealing with the current situation and future bullying incidents. Before you leave, ask for clarification about the next steps in the plan.

Step 8: If needed, ask for the school counsellor to become involved.

Step 9: Encourage your child to report any further bullying incidents to a teacher they trust at the school.

What I should NOT do if my child is being bullied?

- Do not directly approach any other student who you believe may have been involved in bullying your child.
- Do not try to sort the issues out with their parents. This usually doesn't work and makes the situation much worse.

What if my child is bullying others?

- Respond calmly and non-defensively, and commit to working with the school to manage the problem in a helpful way.
- See the situation as an opportunity for your child to learn important developmental lessons.

What I should NOT do if my child is bullying others?

- Do not directly approach the bullied student or their family or try to get other parents to take your child's side.

What I can do to reduce bullying at school?

- Report all incidents of bullying to the school, not just incidents that happen to your own child.
- Let your child know how much you disapprove of bullying and why.

- Any type of bullying at home should be avoided, and respect for others should be modelled and encouraged.
- 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.

Useful websites

Safe Schools are Effective Schools
www.softweb.vic.edu.au/wellbeing/safeschools/bullying/index.htm

Student Code of Conduct
www.softweb.vic.edu.au/wellbeing/welfare/conduct.htm

Bullying. No Way!
www.bullyingnoway.com.au



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