

BULLYING PREVENTION POLICY

RATIONALE:

Findon Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated. This policy addresses how Findon PS aims to prevent, address and respond to bullying behaviour. The 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 Behaviour Management Policy. This policy applies to all school activities, including camps and excursions.

AIM:

The aim of this policy is to:

- explain the definition of bullying so that there is a shared understanding amongst all members of the school community
- make clear that no form of bullying at Findon PS will be tolerated
- outline the strategies and programs in place at Findon PS to build a positive school culture and prevent bullying behaviour
- 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 targets, bystanders and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour.

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

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

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.

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.

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

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the Student Wellbeing, Engagement and Inclusion Policy and Behaviour Management 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 nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Findon PS will use its Student Wellbeing, Engagement and Inclusion Policy and Behaviour Management Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Harassment of any kind will not be tolerated at Findon PS and may have serious consequences for students engaging in this behaviour. The school will use its Student Wellbeing and Engagement Policy and Behaviour Management Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

IMPLEMENTATION:

Bullying Prevention

Findon PS 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 Findon PS 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.
- Learning programs are planned for all students to raise awareness about bullying and its impact, including the Quality Beginning Program and Respectful Relationships Education.

- 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.
- Students are encouraged to look out for each other and to talk to teachers, family members, peers about any bullying they have experienced or witnessed.
- All students and families sign an Acceptable Use Agreement for the use of ICT and students in Year 4 attend a cybersafety information evening.
- We promote bullying prevention via the inclusion of articles into the newsletter and a focus on our school values.
- We promote the National Day of Action against Bullying and Violence.

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

INCIDENT RESPONSE

Reporting concerns

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. Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents/caregivers reporting concerning behaviour as soon as possible. We encourage students to speak to their class teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, Student Wellbeing Officer and Principals. Some incidents which occur outside of school hours may be expected to be resolved following an alternative pathway.

Investigations

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

1. record the details of the allegations and
2. inform class teacher, Student Wellbeing Officer and principals

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

- speak to those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents/caregivers of the students involved
- speak to the teachers of the students involved, or other relevant staff
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above where relevant

All communications with the school 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.

Responses to bullying behaviours

When the school 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 class teacher, Student Wellbeing Officer, parents/caregivers and Principal.

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, Findon 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 target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one to one context

- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

The school may implement all, or some of the following responses to bullying behaviours:

- Offer counselling or psychological support to the target student or students
- Offer counselling or psychological support to the students engaging in bullying behaviour
- Offer counselling support to affected students, including witnesses and/or friends of the target student where appropriate
- 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
- Facilitate a process using a round table discussion with all parties involved to ensure a supportive process and display shared concern
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students where appropriate
- Prepare an Individual Management Plan restricting contact between target and students engaging in bullying behaviour, if deemed necessary
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including elements of the Respectful Relationships 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, for example class/cohort check in
- Implement disciplinary consequences for students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing, Engagement and Inclusion Policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Findon PS 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. The school will collect data in relation to bullying behaviours via the Attitudes to School Survey, Parent Opinion Survey and relevant internal surveys.

EVALUATION:

This policy shall be reviewed as part of the school's two year review process.

REFERENCES:

- Student Wellbeing, Engagement and Inclusion Policy
- Behaviour Management Policy
- Parent Complaints Policy
- Duty of Care Policy
- ICT Policies

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:

- [Kids Helpline](#)
- [Lifeline](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)