

Bullying Prevention Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Huntingdale Primary School on 03 9544 2318 or huntingdale.ps@education.vic.gov.au.

PURPOSE

Huntingdale 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 so that there is shared understanding amongst all members of the Huntingdale Primary School community.
- Make clear that no form of bullying at Huntingdale Primary School will be tolerated.
- outline the strategies and programs in place at Huntingdale Primary School 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 understands the importance of reporting 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, witnesses and students engaging in bullying behaviour).
- Seek parental and peer group support in addressing and preventing bullying behaviour at Huntingdale Primary School.
- Maintain the DE values of leadership, impartiality, integrity, human rights, accountability, respect and responsiveness.

When responding to bullying behaviour, Huntingdale 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.

Huntingdale 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 Huntingdale Primary School aims to prevent, address and respond to student bullying behaviour. Huntingdale 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 the Student Code of Conduct, Student Wellbeing and Engagement Policy and Inclusion and Diversity policy.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

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 \(education.vic.gov.au\)](http://bullystoppers.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 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 and Engagement Policy and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

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. Huntingdale Primary School will use its Student Wellbeing and Engagement 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.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

POLICY

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

Bullying prevention at Huntingdale 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 identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate. These include eSmart Schools Framework, Bully Stoppers, Koorie Engagement Support Officers, Resilience Rights and Respectful Relationships. In addition we also implement 'Play is the Way' - Self Mastery Checklist (Appendix 3), 'The 3R's (Reflection, Repair and Restitution)' and the 'Zones of Regulation' as key part of our wellbeing programs.
- 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.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We acknowledge the Safe Schools program as a resource to help us with professional development for staff to help foster a safe environment that is supportive and inclusive of LGBTIQ+ students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour. through use of the 'Play is the Way' self-mastery checklist.
- We plan and teach a Creating Our Learning Community (COLC) unit 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.
- We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
- Our Year 6 students undertake a leadership program and are buddies with a foundation class which 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.

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

Incident Response

Reporting concerns to Huntingdale Primary School

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

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

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 Huntingdale Primary School are timely and appropriate in the circumstances.

We encourage students to speak to their class teacher first. However, students are welcome to discuss their concerns with any trusted member of staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Huntingdale Primary School should contact the Assistant Principal on 9544 2318 or email at huntingdale.ps@education.vic.gov.au

Investigations

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

1. Record the details of the allegations in Grade Xpert and
2. Inform the Assistant Principal

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

- Speak to the 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/carer(s) 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 Assistant Principal 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 Assistant 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 Student Wellbeing Team, teachers, SSS, Assistant Principal, Principal and Department of Education 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, Huntingdale Primary School will consider:

- The age and maturity and individual circumstances of the students involved.
- The severity and frequency of the bullying, and the impact it has had on the target student.
- Whether the perpetrator 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.

The Principal, Assistant Principal or Wellbeing Officer may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the DE SSS, School Chaplain or external providers to:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.
- 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. At our school we use the 3R's method (Reflect, Repair and Restitution) – See Appendix 1
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting students with the Chaplain, Lego Club and DND Club
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours, for example Year Level follow up meetings.
- Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, 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.

Huntingdale 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.

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

COMMUNICATION

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook in the Key Documents folder on Google Drive
- Discussed at staff briefings/meetings as required
- Included in the newsletter as an annual reference
- Made available as a hard copy from the school office upon request

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 policy
- Duty of Care Policy

Our school also follows Department of Education 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](#)

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 evaluation will be collected through:

- 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

Proposed amendments to this policy will be discussed with parents and school council.

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 28 2024
Consultation	May 29 2024 on Operoo 4 June School Council 22 June 2022- staff and school community
Approved by	Principal
Next scheduled review date	May 2026

Appendix 1- The 3R's

First Step- Student will be given some **reflection** time (thinking about your actions). This could include:

Actions

- Student can move to a quiet area in the classroom to have some reflection time e.g. quiet corner
- If the student is being highly disruptive this reflection time could be in the classroom next door.
- In extreme situations the Assistant Principal or Principal may need to be called to assist the student.
- Out in the yard the reflection time could be sitting at the benches near the office or walking with the teacher.

Reflective Questions- These can be reflected on by the student and could be asked by the teacher:

Finding the Facts

- What happened?
- How did you feel/what made you feel that way?

Awareness of Others

- Who were the people affected by your behaviour?
- How has it affected each of them?
- How do you think they are feeling now?
- What makes them valuable members of our community?

Accepting Responsibility

- What did you choose to do and why?
- How could have responded differently and why?
- What would have been the outcome if you had chosen a different action?

The next step- The student will think about how they will **repair** the situation- how they will say sorry- this action should link to what has happened.

Reflective Questions

- What can you do to repair the relationship?
- How will you do this?
- How do you think this will make people feel?
- How will you know you have earned the respect and trust back from the people you have affected?
- How will you show you are sorry?

Example Actions- some examples that show links to behaviour

- Saying sorry when you have said the wrong thing to another person.
- Writing an apology note if you hurt someone's feelings.
- Cleaning the scribble off the table where you wrote it.
- Picking up the rubbish from the ground that you threw there.
- Packing up the lego you threw all over the room.
- Replacing the grey lead pencil you broke.

The final step: Restitution- Students need to be able to move forward and re-engage with the people they have had conflict with.

Reflective Questions

- How will you move on from this incident?
- What can you do to show that you have moved forward?
- How will you know that this has happened successfully?

Example Actions

- Re-join a group work activity after conflict with some friends.
- Finishing the task you were asked to do.
- Having a conversation with the person you had the conflict with to get to know them better.
- Helping in the classroom.
- Helping your team to win a game/activity.

Appendix 2- 3R's Questioning Frameworks

F-2



3R's Questioning Framework



Reflection



- What happened?
- How do you feel?
- Who was there?
- What did you do?

Repair

- How will you say sorry?
- What can you do?



Restitution

- How can you show one another that you can get along and move forward?



3-6

3R's Questioning Framework

Reflection

(Thinking about your actions)

Finding the Facts

- What happened?
- How did you feel/what made you feel that way?

Awareness of Others

- Who were the people affected by your behaviour?
- What makes them valuable members of our community?
- How has it affected each of them?
- How do you think they are feeling now?

Accepting Responsibility

- What did you choose to do and why?
- How could have responded differently and why?
- What would have been the outcome if you had chosen a different action?



Repair

(How will you say sorry)

- What can you do to repair the relationship?
- How will you do this?
- How do you think this will make people feel?
- How will you know you have earned the respect and trust back from the people you have affected?
- How will you show you are sorry?



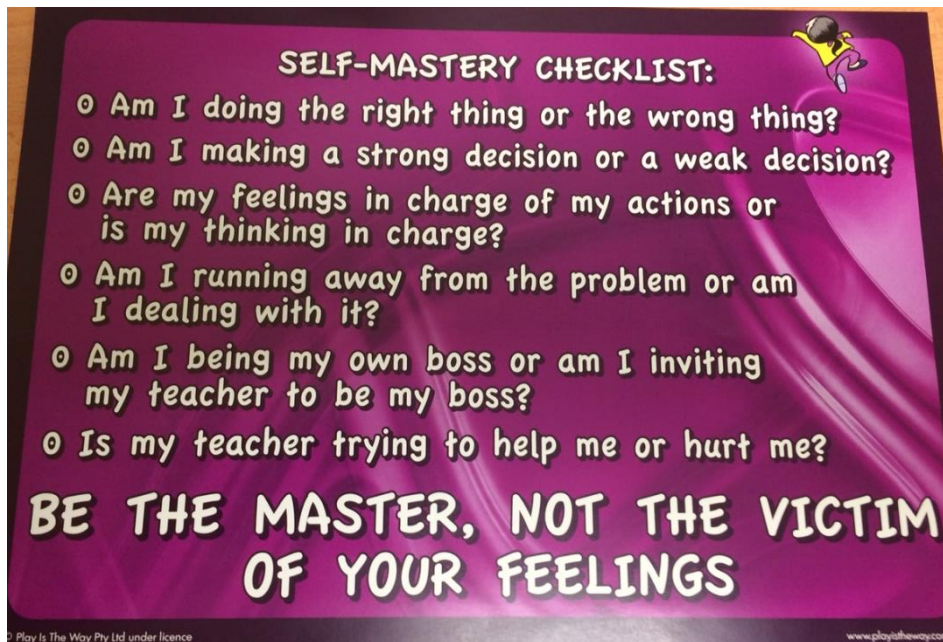
Restitution

(Moving on)

- How will you move on from this incident?
- What can you do to show that you have moved forward?
- How will you know that this has happened successfully?



Appendix 3- Self Mastery Checklist

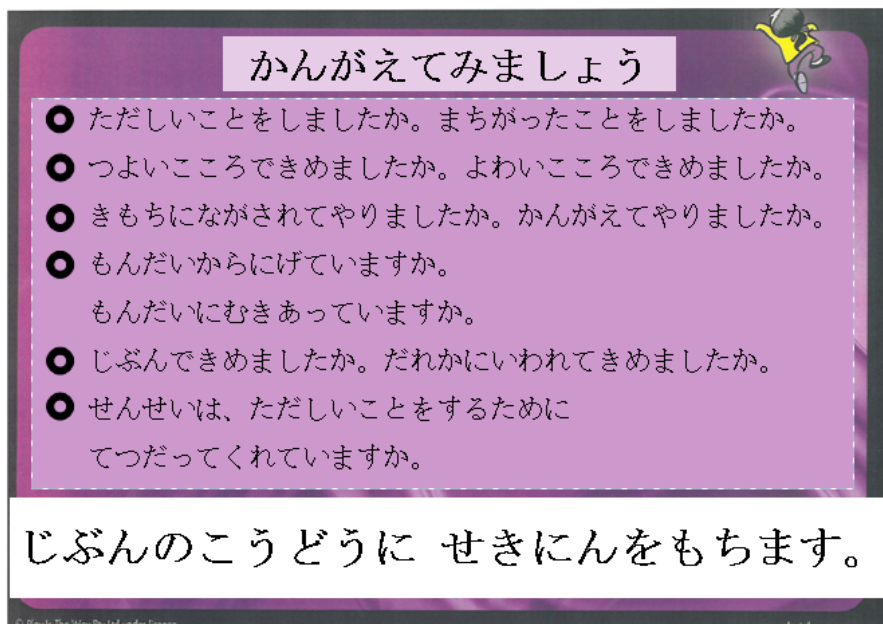


SELF-MASTERY CHECKLIST:

- Am I doing the right thing or the wrong thing?
- Am I making a strong decision or a weak decision?
- Are my feelings in charge of my actions or is my thinking in charge?
- Am I running away from the problem or am I dealing with it?
- Am I being my own boss or am I inviting my teacher to be my boss?
- Is my teacher trying to help me or hurt me?

BE THE MASTER, NOT THE VICTIM OF YOUR FEELINGS

© Play Is The Way Pty Ltd under licence www.playistheway.com.au



かんがえてみましょう

- ただしいことをしましたか。まちがったことをしましたか。
- つよいこころで決めましたか。よわいこころで決めましたか。
- きもちにながされてやりましたか。かんがえてやりましたか。
- もんだいからにげていますか。
もんだいにむきあっていますか。
- じぶんで決めましたか。だれかにいわれて決めましたか。
- せんせいは、ただしいことをするために
てつだってくれていますか。

じぶんのこうどうに せきにんをもちます。

© Play Is The Way Pty Ltd under licence www.playistheway.com.au