

BULLYING PREVENTION POLICY

Rationale

Aireys Inlet 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 Aireys Inlet 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 school.

When responding to bullying behaviour, Aireys Inlet 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.

Aireys Inlet 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.

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

This policy should be read in conjunction with our school's Student Wellbeing and Inclusion Policy, Duty of Care Policy and Statement of Values and School Philosophy.

Aims

- To provide a safe environment that has a structure to effectively deal with bullying and harassment if they take place.

- Students must be able to feel that they can talk about incidences of harassment. Students are often afraid to report bullying for fear that it will get worse. Bystander responsibility will be adhered to by all members of the school community. The act of witnessing the bullying of another person and doing nothing to stop it, can also cause harm to the victim.
- Any form of harassment or Bullying is totally unacceptable at Aireys Inlet Primary School.

Implementation

Definitions

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 phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

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.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

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.

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours of concern are encouraged to report their concerns to school staff.

Bullying Prevention

Aireys Inlet 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 Aireys Inlet Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect 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 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.
- 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 Inclusion policy.

Incident Response

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 teacher. However, students are welcome to discuss their concerns with any trusted member of staff including other classroom teachers or the Principal.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour should contact the school.

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 school is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the teaching staff or Principal 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 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

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, the 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
- 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 support to the victim student or students
- Offer counselling support to the perpetrator student or students
- Offer counselling support to affected students, including witnesses and/or friends of the victim 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.
- 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.
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Inclusion policy, our Code of Cooperation and clear consequences document, 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.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved
- 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

All incidents of anti-social behaviour , including bullying are recorded in the Incident book and on the Sentral Welfare Platform with the action steps taken, and allows the monitoring of patterns in behaviour and repeated offences.

Aireys Inlet Primary School understands the importance of monitoring the progress of students who have been involved in or affected by bullying behaviour. Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students reporting concerning behaviour as soon as possible, so that the responses implemented by the school are timely and appropriate in the circumstances.

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

Data will be collected through:

- discussion with students
- regular student and 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.

Further information and resources

This policy should be read in conjunction with the following school policies: [insert details of your related school policies. A sample list is provided as follows]

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity 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!](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

Communication

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

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from the school administration upon request.

Evaluation

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

Data will be collected through:

- discussion with students
- regular student and 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.

The leadership team will regularly audit implementation plans and programs against the Victorian Framework for Student Support, Safe Schools are Effective Schools, Student Engagement and Inclusion Policy.

Policy review and approval

Policy last reviewed	May 2021
Consultation	May 2021- staff, student representative groups, parent groups, school council.
Approved by	Principal
Next scheduled review date	May 2023