Moomba Park Primary School	
Bullying Prevention Policy	

BULLYING PREVENTION POLICY

PREPARED BY: **Maria Marchionna**

APPROVED BY COUNCIL:

This policy needs to be read in conjunction with the Behaviour Management Policy and Program and the Student Wellbeing Policy.

Please ensure that you insert information relevant to your school where prompted in yellow, and amend references to "Example School" so that they are replaced with your school name.

For this policy to be effective, it must be localised and relevant to the needs of your school community and student population. Therefore, you must edit the text in yellow to reflect the individual circumstances of your school. You are encouraged to change the font and text styles used in this template to reflect your school colours and include your school logo where possible.

PURPOSE

Example SchoolMoomba Park 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 Example SchoolMoomba Park Primary School community
- make clear that no form of bullying at Example SchoolMoomba Park Primary School will be tolerated
- outline the strategies and programs in place at Example SchoolMoomba Park 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 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 at Example SchoolMoomba Park Primary School.

When responding to bullying behaviour, Example SchoolMoomba Park Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone

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- stop the bullying from happening again
- restore the relationships between the students involved.

~~Example School~~Moomba Park 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 ~~Example School~~Moomba Park Primary School aims to prevent, address and respond to student bullying behaviour. ~~Example School~~Moomba Park 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 ~~[insert the relevant policy title/s for your school here, e.g: *Student Code of Conduct* and~~ *Student Wellbeing and Engagement Policy*. ~~and *Inclusion and Diversity policy*.]~~

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.

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.

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Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, 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 ~~[insert name of relevant policies here e.g.:~~ Student Wellbeing and ~~Engagement Policy/~~Student Engagement Policy~~/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 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. ~~Example School~~Moomba Park Primary School will use its Student Wellbeing and Engagement Policy and Restorative Justice Practices 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. ~~Further information about these two forms of harassment, including definitions, is set out in our Inclusion and Diversity Policy [NOTE: please see the template Inclusion and Diversity Policy on the School Policy Templates Portal].~~ Harassment of any kind will not be tolerated at ~~Example School~~Moomba Park Primary School and may have serious consequences for students engaging in this behaviour. ~~Example School~~Moomba Park Primary School will use its Student Wellbeing and Engagement 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.

BULLYING PREVENTION

~~[This section of the policy must be contextualised to your local school and should outline the specific strategies and programs you have in place at your school to build a positive school culture and prevent bullying behaviour. You may like to draw on the relevant strategies included in your Student Wellbeing and Engagement policy. The text below is included as a sample only and should be amended to highlight the strategies and programs you use at your school].~~

~~Example School~~Moomba Park 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 ~~Example School~~Moomba Park 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:
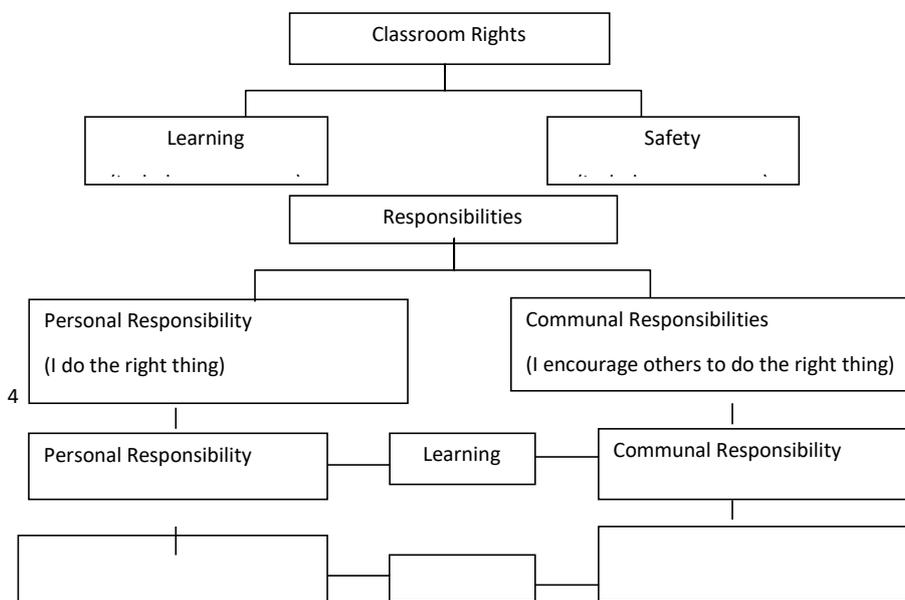
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- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that 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.
- Each year classrooms work to build a positive climate for learning through our Learning Framework which emphasizes respectful relationships, student rights and responsibilities.
- 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 Buddy programs 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.
- Multi-age across the school encourage strong relationships across the school, friendship and students looking out for each other.
- 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.
- All staff are trained in Restorative Justice Practices and Trauma Informed Practices to support students in solving issues of bullying as they arise.
- Families are informed and involved in all aspects of solving serious issues at school.

At Moomba Park Primary School everyone has both **Personal and Communal responsibilities.**

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                    │   Classroom Rights   │
                    └──────────────────────┘
            ┌──────────────────┴──────────────────┐
  ┌──────────────────┐                  ┌──────────────────┐
  │     Learning     │                  │      Safety      │
  │                  │                  │                  │
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│ Personal Responsibility│      │  Communal Responsibilities   │
│ (I do the right thing) │      │(I encourage others to do the │
│                        │      │        right thing)          │
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- The right to be safe at school
- The responsibility of all not to take part in bullying in any way.
- The responsibility to let teachers or senior staff know about bullying situations of which they are aware.

At Moomba Park Primary School, our actions are based on the following values.

Respect	Learning
Tolerance	Having a voice in my learning
Treat others as you would like to be treated yourself	Learning new skills and developing as individuals
Honesty	Equality of opportunity
Caring for school property	Working to gain knowledge in a variety of situations
Treat others fairly	Lifelong learning
Appreciating diversity	Expressing opinions and ideas
Caring / Support	**Positive Attitude**
Assisting those in need	Approaching people, activities, problems and tasks in a proactive, cheerful, optimistic and enthusiastic manner, things can be changed
Positive reinforcement	
Listening with empathy	
Being understanding	

When we 'live' these values, bullying situations are greatly reduced and students have the opportunity to reach their potential.

The consequences of bullying affect everyone in the community...some examples.

Children with bullying behaviour...
- Students who take part in bullying can become desensitised to cruelty and injustice, fail to develop social responsibility and, in some cases, become involved at a later stage in domestic abuse, workplace bullying and or other forms of anti-social behaviour.

Children experiencing the bullying...
- The student who is bullied suffers emotional and physical distress.

The by-standers...
- Students who are aware of bullying but do nothing about it often feel guilty and ashamed.

Families...
- The victim's family suffers emotional, social, intellectual and physical distress.

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The community...
- No-one is safe whilst bullying is happening because it creates a climate of intimidation and fear in which effective learning cannot take place.

School staff...
- The school's reputation as being a safe learning environment can be damaged

Our commitment to preventing and minimising bullying...

Moomba Park Primary School does not tolerate bullying in any form. All members of the school community are committed to ensuring a safe and caring environment which promotes personal growth, achievement and positive relationships for all students.

In order to address issues of bullying, the community need to:

Understand what bullying is...
Bullying is a repetitive attack which causes distress not only at the time of the attack but also by the threat of future attacks. Usually there is an imbalance of power and it has a negative impact on the victim. It can be verbal, physical, social or psychological. It can be done in person, by manipulating others to take part, or by electronic means such as email, text messages chat rooms or social networking sites. It is more likely to happen when the bully identifies something 'different' about the victim.

Understand different forms of Power...
Bullies will often use various forms of power in order to control situations and their victims. Forms include:
- Age
- Popularity
- Physical size and strength
- Intelligence
- Physical appearance including clothing, weight, eye colour, skin colour etc.
- Financial
- Language

Understand the wide range of bullying behaviours including...
- Direct physical attacks such as hitting, tripping, pushing, throwing things towards others etc
- Name calling, mocking, setting up, belittling, and insulting someone
- Making insulting racist or sexual comments
- Trying to damage someone's reputation amongst other students by spreading rumours, exposing private information, telling lies, etc.
- Using verbal and non-verbal put-downs in a public context such as a discussion or meeting
- Playing nasty practical jokes on others
- Damaging or hiding other people's personal property
- Using covert forms of physical intimidation such as blocking the way and making the other person walk around them or bumping them and claiming it was an accident
- Encouraging others to socially exclude someone else

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- 'Cyberbullying' (e.g. making malicious comments or playing nasty practical jokes on someone via email, chat rooms, text messages, etc.)
- Accusing someone of things they haven't done.
- Threatening to arrange someone else to hurt the target.
- Provoking others to fight

Understand why some students are motivated to bully.

For instance…
- Wanting to belong,
- Fear
- Seeking attention
- Enjoying feeling powerful
- Pattern – "it is what I always do"
- Peer Pressure
- Jealousy
- Seeking revenge

Know when someone is bullying and being bullied…

How to spot a bully… some signs may include	How to spot a victim… some signs may include
Aims to dominate, command and control others	*A bully needs the following behaviours from a victim…*
Has minimal empathy	Eyes red, teary, narrowed or wide open, looking down or away
Bullies siblings and parents	Face white or red, with tense muscles
His /her school work and school behaviour deteriorates	Lips tight or mouth open
Associates with mean friends	Shoulders slumped, bent over or pulled back
Denies responsibility for his behaviour and blames others	Body movements paralysed, rigid or fidgeting, walking off
May boast about his bullying exploits	Voice very quiet, angry, upset, muffled, grunting
Shows limited remorse	Retaliates verbally by blabbing, blaming or criticising back
Offers devious and dishonest answers, and	Feelings are exposed: fear, anger, hurt, hate, embarrassment, teariness, frustration and
Resists compliance and cooperation with parents and teachers.	Does nothing, looks like a rabbit in the headlights, walks away or retaliates.
Source: *"Bully Blocking."* by Evelyn M. Field	

Be aware of how children may respond...

Unhelpful responses	Helpful responses
Chinese Whisperer – telling others the story and it changing	Helping your friend to calm down by using humour and distraction
Searching for Allies – brothers, sisters, friends	Telling a trusted friend / adult who will **help** you or your friend
Passive support – walking away and doing nothing, watching, laughing	Telling the bully / aggressive person to stop
Buying in – sticking up for a person rather than doing "what's right"	Ask the bully / aggressive person how they'd feel if this was happening to them
Telling/sharing – bringing up things that happened in the past	Thinking about how this would feel if it was happening to you – showing empathy
Protection – lying on your friends behalf	
Associate current issue with a previous one	

- 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 policyy/Student Engagement Policy.

INCIDENT RESPONSE

Reporting concerns to Example SchoolMoomba Park 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.

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 Example SchoolMoomba Park Primary School are timely and appropriate in the circumstances.

We encourage students to speak to yard duty teachers, their classroom teachers, wellbeing teacher and principal class when issues arise. [insert role i.e. your teacher/Year Level Coordinator]. However, students are welcome to discuss their concerns with any trusted member of staff including [teachers, wellbeing staff, school social worker etc.].

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Example SchoolMoomba Park Primary School should contact [insert name, role and details i.e. the Student Wellbeing Coordinator, Linda Smith, by phone on 8888 8888 or by email directed to linda@school.com].the Wellbeing teacher, Assistant principal or Principal on 93592028 or moomba.park.ps@edumail.vic.gov.au.

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];their diaries and notebooks
2. inform [insert staff involved, i.e. the relevant Year Level Coordinator, Student Wellbeing teacherTeam, Assistant Principal and/or ,Principal].

The Wellbeing teacher/Assistant Principal/Principal [insert role i.e. Year Level Coordinator] is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the [insert roleWellbeing teacher] 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 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 Wellbeing teacher[insert role] 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 Wellbeing teacher [insert role] 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 [insert roles, i.e. Student Wellbeing Team, teachers, ESS, SSS, Assistant Principal, Principal, Department of Education and Training specialist staff etc.].

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, Example SchoolMoomba Park Primary School will consider:

- [Amend to reflect the needs of your school]
- the age and maturity of the students involved
- the additional needs of the student
- 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.

[Insert role]Wellbeing teacher may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to [insert i.e. the Student Wellbeing Team, SSS, external provider].
- Offer counselling support to the students engaging in bullying behaviour, including referral to [insert i.e. the Student Wellbeing Team, SSS, external provider].

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- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the [insert i.e. the Student Wellbeing Team, SSS, 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 target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared ConcernCommunity Restorative process with all students involved in the bullying.
- 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 [insert specific examples, i.e. connect affected students with an older Student Mentor, resilience programs, social competence programs. , etc.].
- 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 [insert details].peer mentoring, social skills and resilience programs.
- Implement disciplinary consequences for the students engaging in bullying behaviour, 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.

Example SchoolMoomba Park 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.

[Insert role]Wellbeing teacher is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

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

- [insert other website or resources that may be useful for your school community]

EVALUATION

This policy will be reviewed on a biannual n [annual basis/1-2 year 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 and consultation with students and parent/carers
- regular student bullying surveys
- regular staff surveys
- Bully Stoppers Data Collection tool
- 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 School staff, [include consultation i.e. student representative groups, parents groupsJunior School Council, Parents, Friends and Carers Group, and S, school Ccouncil]

REVIEW CYCLE

This policy was last updated on 17th July 2019[insert date] and is scheduled for review in July 2021.[month/year].

Date Implemented	July 2019	Responsible for Review	Assistant Principal
Approved By	School Council	Approval Authority (Signature & Date)	
Review Date	July 2021	Date Reviewed	

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