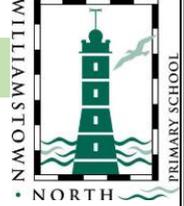




RESPECT – RESPONSIBILITY – RESILIENCE – DOING YOUR BEST



WILLIAMSTOWN NORTH PRIMARY SCHOOL No 1409

Bullying Prevention Policy

Date: 7th August 2019

1. PURPOSE

Williamstown North Primary School (WNPS) is committed to providing a safe and respectful learning environment where bullying will not be tolerated. The school's daily practices are strongly underpinned by its four values; Respect, Responsibility, Resilience and Doing Your Best.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the WNPS community,
- make clear that no form of bullying at WNPS will be tolerated,
- outline the strategies and programs in place at WNPS 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 and bystanders),
- ensure that support is provided to students who demonstrate bullying behaviour, so that they are equipped to adopt corrective behaviours that are congruent with the school's values and expectations,
- forge parental and peer group support in addressing and preventing bullying behaviour at WNPS,
- when responding to bullying behaviour, WNPS 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.

WNPS 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.

2. SCOPE

This policy addresses how WNPS aims to prevent, address and respond to student bullying behaviour. WNPS 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 Child Safety Code of Conduct (2016), Building Healthy & Safe School Communities (2017), Statement of Values & School Philosophy (2018) and Student Engagement Policy & Procedures (2016).

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

3. POLICY

3.1 Definitions

a) Bullying

WNPS adopts the following definition of bullying, which was endorsed In 2018 by the Education Council of the Council of Australian Governments as a 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, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

b) 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 agreed procedures documented in the school's Minor/Major Behavioural Flowchart (Internal operational document 2019).

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. WNPS will use its Student Engagement Policy & Procedures to guide a response to single acts 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 (2019). Harassment of any kind will not be tolerated at WNPS and may have serious consequences for students engaging in this behaviour. WNPS will use its Student Engagement Policy & Procedures 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.

3.2 BULLYING PREVENTION

WNPS 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 WNPS 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, bullying prevention is demonstrated as follows:

- 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;
- The school implements the School Wide Positive Behaviours Program as its key approach to bullying prevention. The four school values, values matrix, token system and restorative practices all support students to make positive behavioural choices;
- In 2020 the school will launch the Respectful Relationships program to implement long-term, holistic strategies to build and promote respectful relationships between students, staff and parents;
- 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 personal and social capability 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 Leadership Program encourages 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; and
- Parents are encouraged to advise their child to disclose any incidents immediately to a staff member, thereby ensuring more effective 'real-time' follow up by the school. Parents should always allow the school to deal with the matter. Under no circumstances should parents approach a child that they believe to be responsible for bullying.

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

3.3 INCIDENT RESPONSE

a) Reporting concerns to WNPS

Notifications of bullying will be taken seriously and responded to sensitively at WNPS.

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 WNPS are timely and appropriate in the circumstances.

We encourage students to speak to their classroom teacher, staff supervising in the year, the school's Inclusion Leader and any members of the school's leadership team. However, students are welcome to discuss their concerns with any trusted member of staff including any teachers, Education Support Staff (ES) and the Health Hub nurse.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at WNPS should contact the school's main office immediately via phone on 93975722 so that they can be directed to the appropriate personnel, or email a member of the school's Principal Class team:

Jim Cahill, Principal (cahill.jim.a@edumail.vic.gov.au),
 Wendy Emin, Assistant Principal (emin.wendy.j@edumail.vic.gov.au) or
 Michael Gill, Assistant Principal (gill.michael.o@edumail.vic.gov.au).

b) Investigations

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

1. Report this behaviour to the relevant Assistant Principal (Wendy Emin, Years Foundation to Year 2, Michael Gill, Years 3 to Year 6) or record the details of the allegations on an Incident Form (green slip) or in Yard Behaviour Books. All forms of reporting will be closely monitored and tracked by the school, in order to identify

patterns of inappropriate behaviour that may be emerging for individual students. Where warranted, a Principal Class member will record this behaviour on Compass.

2. A member of the school's Principal Class team will contact the parent/s of all key students involved and seek a prompt meeting/s to discuss the incident. Typically these meetings will also involve the classroom teacher, other relevant staff and if appropriate the child concerned.

An Assistant Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Assistant Principals 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; or
- obtain written statements from all or any of the above.

All communications with an 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 (which could be either physical, psychological or verbal, in nature), including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

c) Responses to bullying behaviours

When an 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 parents, the classroom teacher, Inclusion Leader (as appropriate) and any relevant external agencies.

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, WNPS 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; and

- the alleged motive of the behaviour, including any element of provocation.

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

- Offer counselling support to the target student or students, including referral to the Inclusion Leader, Student Wellbeing Team, School Support Staff (SSS) and any relevant external providers;
- Offer counselling support to the students engaging in bullying behaviour, including referral to Inclusion Leader, Student Wellbeing Team, SSS and any relevant external providers;
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to Inclusion Leader, Student Wellbeing Team, SSS and any relevant external providers;
- 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 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;
- 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 Revved Up Boys or MPower Girls, Restorative Practices and Respectful Relationships (2020); or
- 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 Engagement Policy & Procedures, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

WNPS 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 provide parents and carers with updates on the management of bullying incidents.

Principal Class staff are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour and communicating the outcomes of school investigations and follow up, to the relevant parties.

4. FURTHER INFORMATION AND RESOURCES

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

- Statement of Values and School Philosophy (2018)
- Student Engagement Policy & Procedures (2016)
- Building Healthy & safe School Communities (2017)
- Inclusion and Diversity Policy (2019)

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](#)

5. EVALUATION

This policy will be reviewed on a 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
- Attitudes to School Survey
- regular staff surveys
- Australian Youth Resilience Survey
- [Parent Opinion Survey](#)

Proposed amendments to this policy will be discussed with the Student Representative Council, WNPS staff, Education sub-committee and School Council.

6. REVIEW CYCLE

This policy was last updated and endorsed at School Council on Wednesday 7th August 2019 and is scheduled for review in August 2021.