



BULLYING PREVENTION POLICY

Approved by School Council:
September 2020

Review date:
September 2021

PURPOSE

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

When responding to bullying behaviour, Gladstone Views 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.

Gladstone Views 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 Gladstone Views Primary School aims to prevent, address and respond to student bullying behaviour. Gladstone Views 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 *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.

POLICY

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 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 Student Wellbeing and Engagement 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. Gladstone Views 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. Further information about these two forms of harassment, including definitions, is set out in our Inclusion and Diversity Policy. Harassment of any kind will not be tolerated at Gladstone Views Primary School and may have serious consequences for students engaging in this behaviour. Gladstone Views 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

Gladstone Views 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. A **School Wide Positive Behaviour Support (SWPBS)** approach will be taken to deal with bullying and harassment in a consistent and systematic way, with a focus on student safety and wellbeing. All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff. Bullying prevention at Gladstone Views 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:

- Our school will continue to develop School Wide Positive Behaviour Support (SWPBS) within our school and organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, tolerance, conflict resolution and problem solving
- 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.
- The Peer Support Program and the 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.
- 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.
- 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* policy.

INCIDENT RESPONSE

Reporting concerns to Gladstone Views 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 Gladstone Views Primary School are timely and appropriate in the circumstances. We encourage students to speak to their classroom teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, and/or the leadership team. Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Gladstone Views Primary School should contact the school office and request to speak with the Student Wellbeing Leader, Assistant Principal or Principal.

Investigations

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

1. record the details of the allegations in Compass
2. inform Student Wellbeing Team, Assistant Principal and Principal

The leadership team is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the leadership team 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 leadership team 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 leadership team 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 and Training 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, Gladstone Views Primary 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 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.

Leadership team may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to various support services
- Offer counselling support to the students engaging in bullying behaviour, including referral to specialist support services
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to specialist support services
- 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 Concern 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
- 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
- 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.
- There may be disciplinary consequences, covering a range of strategies, for those in breach of the Bullying Prevention, guidelines and **School Wide Positive Behaviour Support** procedures **(Appendix A)**.

Gladstone Views 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. Leadership team will be 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:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- SWPBS Handbook
- GVPS Behaviour Procedures

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](#)

EVALUATION

This policy will be reviewed every 2-3 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 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 [include consultation i.e. student representative groups, parents groups, school council]

REVIEW CYCLE

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.



Anti-Bullying & Anti-Harassment Procedures in line with School Wide Positive Behaviour Support

Our Matrix of Expected Behaviours:

Our matrix states the expected behaviours in positive

language. It is expected that the matrix is displayed in every classroom near teachers' desks, that we explicitly teach the expectations from the matrix and when observed expected behaviour is rewarded.

<h2 style="text-align: center;">MATRIX OF EXPECTATIONS</h2>									
	Always	Learning Areas	Play Areas	Toilets and Taps	Canteen	Transitions and Common Core Areas	Assembly	Digital Technologies	In the Community
	I listen to the person talking and use manners. I am honest. I show kindness. I accept adult decisions and follow instructions. I take care of school property.	I have a go. I respect learning and teaching. I cooperate in group work. I share and take turns. I put my hand up to share.	I use positive language. I tell the truth. I put rubbish in the bin. I share equipment and play spaces. I include others.	I respect privacy. I use toilets and taps responsibly. I tell the teacher if the toilets are unsafe or dirty.	I wait my turn. I use my manners.	I use a quiet voice. I maintain personal space.	I enter and exit quietly. I show appreciation by clapping appropriately. I am mindful of people around me.	I follow the GVPs Digital Technology agreement. I only write things that are considerate of others' feelings. I seek permission before posting information about others.	I use my manners. I wear my uniform with pride. I respectfully represent my school.
	I keep my hands, feet and objects to myself. I am where I'm meant to be. I move safely and give people their personal space. I make good choices. I listen and follow the instructions in an emergency.	I use equipment appropriately. I make responsible decisions.	I wear my hat during the SunSmart months. I wait my turn. I eat in the designated areas. I use equipment correctly. I follow the rules of the game.	I go to the toilet and have a drink at play times. I flush the toilet then wash my hands with soap.	I wait behind the line. I only purchase and eat my own food.	I line-up and walk in two lines. I keep to the left and stay together. I look where I am going.	I leave aisles, entry and exit points clear. I sit with my class.	I keep passwords private. I only access sites I have permission to use. I only communicate online with people I already know. I report anything inappropriate to an adult or parent immediately.	I obey safety rules. I am aware of stranger danger. I ensure I wear correct uniform when participating in out of school activities. I follow instructions and remain with my group.
	I always try my best. I am prepared for learning. I participate. I listen attentively. I learn from my mistakes.	I have the equipment I need to learn. I follow the school values. I follow the classroom expectations.	I am lined up before the bell rings. I try to resolve problems on my own or with the yard duty teacher. I think before I act.	I know the music means stop what I am doing. I go to the toilet if needed. I line up.	I am ready to order. I line up in the correct line.	I arrive at class on time. I listen to messages carefully. I am an attentive audience member.	I use the internet to research and learn new skills. I follow protocols. I use digital technologies for assigned tasks only.		

GVPS Behaviour Procedures



CREATING SUCCESS

Are students experiencing success?

- Engaging, relevant content appropriate to level.
- Appropriate teaching and learning strategies.

Is there a positive environment?

- 6:1 positive to corrective interactions.
- Acknowledgements system.

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (matrix).
- Social and emotional skills explicitly taught.
- Teach, model, acknowledge, correct, practice, practice, practice.

MINOR BEHAVIOURS

Property: Reversible low level damage of property (e.g. drawing on table); Use of an item not for its intended purpose, causing harm.

Truancy: Leaving classroom without permission; consistent lateness from breaks.

Swearing: Non-targeted or non-confrontational swearing out of frustration.

Stealing: Stealing of school item of low value (e.g. pencil, ruler).

Physical: Non-serious playful but inappropriate contact.

Teasing/threat: Verbal teasing, low level; Excluding other children from play or activities; Verbal challenge to student without intent to cause harm.

Defiance: Not following instructions, talking back.

Disruption: Consistently causing interruption to learning.

Disrespect: Argumentative; Lying or cheating not greatly affecting others; socially rude.

CONTINUUM OF RESPONSES

- 'Setting up for Success'
- Acknowledgements
- Behaviour scale
- Move/regroup.
- Remind, remind, warn, act
- Natural and logical consequence
- Time in/proximity
- Calm down break
- Time out in class
- Discussion with teacher in student time
- Reflection form/activity
- Time out in another location.
- Parent contact
- Recess/lunch detention
- Mediation or restorative conference
- Referral to leadership
- Behaviour card or contract
- Meeting with parents with leadership
- Behaviour management or support plan
- Internal school suspension or external home suspension.



MAJOR BEHAVIOURS

Repeated minors: (3 per week becomes a major).

Property: Deliberate damage of property or graffiti; possession of inappropriate items

Truancy: Leaving school grounds without permission.

Swearing: Targeted swearing. (Immediate suspension for swearing at a teacher)

Stealing: Stealing of teacher or student item; Stealing of school item with value.

Physical: Aggressive behaviour OR serious contact with intent to harm (hitting, kicking, throwing). *Zero tolerance to violence – immediate suspension

Teasing/threat: Serious threat with intent to harm; Gang or group threats.

Defiance: Failure to follow instructions when a response (or consequence) is being put in place.

Disruption: Dangerous behaviours; consistent yelling.

Disrespect: Lying or cheating involving others (e.g. accusing someone else of an action).

Behaviour Support Flowchart:

