

Avondale Primary School

BULLYING PREVENTION POLICY



Statement of Commitment to Child Safety

Avondale Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

Avondale Primary school's approach to creating and maintaining a child safe school environment is guided by our school philosophy and values. At Avondale Primary School our vision is 'to create a community that strives for excellence through high quality learning, engagement and wellbeing for all.'

We have no tolerance for child abuse and take proactive steps to identify and manage any risk of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9318 1755.

PURPOSE

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

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When responding to bullying behaviour, Avondale 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.

Avondale 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 Avondale Primary School aims to prevent and respond to student bullying behaviour. Avondale 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 Wellbeing and Engagement, Inclusion and Diversity and Behaviour Management policies.

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.

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

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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://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 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 harassment, nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at Avondale Primary School and may have serious consequences for students engaging in this behaviour.

Avondale 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).

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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.

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Avondale Primary School has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing, including School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships. 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 Avondale 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, including School Wide Positive Behaviour, Respectful Relationships
- 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
- 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
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour
- We promote inclusion, diversity and acceptance of all community members irrespective of gender, age, race, religious beliefs, sexual orientation or disability, including individuals with allergies and/or anaphylaxis
- A range of year level incursions, webinars and programs are planned for each year to raise awareness about bullying and its impacts
- In the classroom, our School Wide Positive Behaviour and Respectful Relationships lessons on social and emotional learning teach students what constitutes bullying, how to respond to bullying behaviour assertively and how to build positive friendships. 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.
- 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 seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.

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- Concerns boxes are available where students are able to write down issues that they may be having and feel uncomfortable reporting this to a teacher
- A student action team meets to discuss bullying prevention strategies, provide feedback and report concerns
- Promotion of whole school positive behaviours acronym developed by student action team, including Avondale Primary students are FAIR: Friendly, Accepting, Inclusive, Respectful
- Promotion of whole school strategies acronym for dealing with bullying developed by student action team, including: STOP: Say stop, Tell an adult, Offer help, Protect others
- We participate in the National Day of Action Against Bullying and Violence with activities led by student representative committees and classroom teachers.

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

INCIDENT RESPONSE

Reporting concerns to Avondale 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.

In most circumstances, we encourage students to speak to their classroom teacher first. However, students are welcome to discuss their concerns with any trusted member of staff including the Student Wellbeing Coordinator/ Assistant Principal and Principal.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Avondale Primary School should contact their child's classroom teacher to arrange a meeting time to present their information, by phone on 9318 1755 or email directed to avondale.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 their diary and in chronicles on Compass
2. inform relevant staff e.g. other classrooms teachers, Student Wellbeing Coordinator/ Assistant Principal and Principal

The Student Wellbeing Coordinator is responsible for investigating allegations of bullying in a timely and sensitive manner to appropriately investigate an allegation of bullying, the Student Wellbeing Coordinator 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 parent/carer(s) of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference

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- 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.](#)

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advisesheetbrodieslaw.aspx>

Responses to bullying behaviours

School response

When the school 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, 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,

Avondale Primary School will consider:

- the age, 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 student/s student or students 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.

Avondale Primary School may implement all, or some of the following responses to bullying behaviours:

- offer wellbeing support, including referral to Student Wellbeing Coordinator, SSS, external providers to:
 - the target student or students
 - the students engaging in the bullying
 - 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.
- 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

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- 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 opportunities and activities for different social and emotional learning competencies of the students involved, including Respectful Relationships, School Wide Positive Behaviour Support and Bully Stoppers.
 - 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
 - Implement proportionate 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.

Avondale 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.

Avondale Primary School's Student Wellbeing Coordinator is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

COMMUNICATION

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

- available publicly on our school's website
- included in staff induction processes, staff handbook and available on Compass
- discussed at staff meetings as required
- noted at parent information nights/sessions at the beginning of the school year
- included in transition and enrolment packs
- include as an annual reference in school newsletter
- discussed at student forums e.g. Student Representative Council
- made available in hard copy from school administration 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

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- Inclusion and Diversity Policy

Our school also follows Department of Education and Training 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 review will be collected through:

- discussion with students
- consultation with parents/carers
- regular student, staff and parent surveys
- assessment of school data e.g. Attitudes to School Survey, Parent Opinion Survey, Compass Chronicle data
- assessment of school-based data including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented.

Proposed amendments to this policy will be discussed with the Student Representative Council, Education Subcommittee, School Council, school staff and wider parent community.

POLICY REVIEW AND APPROVAL

Policy last reviewed	14 th June 2022
Consultation	Student Improvement Team: 2 nd June 2022 School Staff: 6 th June 2022 School Council: 14 th June 2022
Approved by	Principal and School Council 14 th June 2022
Next scheduled review date	June 2024