



Garfield Primary School

Bullying prevention policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office.

PURPOSE

Garfield Primary School is committed to providing a safe and respectful learning environment where bullying is not tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Garfield Primary School community
- make clear that no form of bullying at Garfield Primary School will be tolerated
- outline the strategies and programs in place at Garfield 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 Garfield Primary School.

When responding to bullying behaviour, Garfield Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- prevent the bullying from happening again
- restore the relationships between the students involved.

Garfield Primary School acknowledges that school staff have 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 Garfield Primary School aims to prevent, address and respond to student bullying behaviour. Garfield 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 and our Student Engagement and Wellbeing 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.



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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.

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 and hurtful. 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 our Student Engagement and Wellbeing Policy, Yard Duty Supervision Policy and/or this Bullying Prevention Policy where the behaviour does constitute bullying.



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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. Garfield Primary School will use its Student Engagement and Wellbeing 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).

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.

Bullying Prevention

Garfield Primary School has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying, or any unpleasant and any inappropriate behaviours by modelling, acknowledging and explicitly teaching behaviours that demonstrate respect, safety and positive learning behaviours.

Bullying prevention at Garfield Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We 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
- We implement a Schoolwide Positive Behaviour Support framework to establish a positive, inclusive and supportive school climate. This is done by having our clear core values of being a safe and respectful learner that are known and understood by all members of our school community. These are explicitly taught and consistently acknowledged by all Teachers and other school staff. This also incorporates a clear and consistent approach to responding to inappropriate behaviours, including bullying behaviours, that aim for a resolution, further education, reparation of any affected relationships and support any students affected by bullying behaviours.
- 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. All of our staff have completed Community Understanding and Safety Training. We have Koorie student leaders who promote an awareness of Koorie perspectives and traditions and we have close ties with our Koorie Education Support Officer (KESO).



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- 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.
- Teachers incorporate classroom management strategies that promote positive social interactions discourage bullying behaviour.
- 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 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 Garfield Primary School

Bullying is not tolerated at Garfield Primary 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.

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 Garfield Primary School are timely and appropriate in the circumstances.

We encourage students to speak to their Classroom Teacher first of all. However, students are welcome to discuss their concerns with any trusted member of staff including other teachers, Education Support Staff or the Principal.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Garfield Primary School should contact their Classroom Teacher to discuss the matter. If they remain unsatisfied with the response from the Classroom Teacher, they may contact the office on 56 292 274 to organise a suitable time to discuss the issue.

Investigations

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

1. record the details of the allegations in Sentral
2. inform the Principal of the issue, how it came to light and what their response has been to date

The Principal is responsible for ensuring that any allegations of bullying are investigated in a timely and sensitive manner. The Principal may do this in person or delegate the responsibility to a Classroom Teacher. To appropriately investigate an allegation of bullying, the Principal or delegated 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 parent/carer(s) 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.



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All communications with the investigating staff member, 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 investigating staff member 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. If the investigating staff member is a Classroom Teacher they will discuss this in consultation with the Principal.

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, Garfield 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 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.

The Principal, or the investigating staff member in consultation with the Principal, may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the School Chaplain for:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.

Facilitate a restorative conversation 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).
- Facilitate a Student Support Group meeting and/or Positive Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Positive Behaviour Support 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 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, suspension and/or expulsion consistent with our Student Wellbeing and



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Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Garfield 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.

The Principal 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
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs
- Included in school newsletter as required
- Discussed at student forums/through communication tools
- 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:

- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care 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](#)



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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 and consultation with students and parent/carers
- 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 Council and feedback will be invited from the school community through the newsletter.

POLICY REVIEW AND APPROVAL

Policy last reviewed	June, 2022
Consultation	School Council – Friday, June 24 th School community through the newsletter on Friday, June 24 th 2022
Approved by	Principal – Daniel Forster
Next scheduled review date	June, 2024