



# CLYDE PRIMARY SCHOOL BULLYING PREVENTION POLICY

## **PURPOSE**

Clyde 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 a shared understanding amongst all members of the Clyde Primary School community.
- make clear that no form of bullying at Clyde Primary School will be tolerated.
- outline the strategies and programs in place at Clyde 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 Clyde Primary School.

When responding to bullying behaviour, Clyde 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.

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

### **Definition**

#### **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.

*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 and 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. Clyde 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 Clyde Primary School and may have serious consequences for students engaging in this behaviour. Clyde 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 following this Bullying Prevention Policy.

## **Bullying Prevention**

Clyde 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 Clyde 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 have a positive school environment that provides safety, security and support for students that 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.
- Participation of year level programs including incursions is circle time to raise awareness about bullying and its impacts.
- In the classroom, SWPBS whole school focus teaches students appropriate behaviours. This promotes respect, responsibility and resilience.
- Our buddy program encourages positive relationships between students in different year levels.
- 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 Clyde 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. The responses implemented by Clyde 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 other teachers, ES staff, wellbeing staff, principal team member or our school Chaplain.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Clyde Primary School should contact their classroom teacher or the wellbeing team.

## Investigations

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

1. record the details of the allegations in our yard duty books if outside or on Sentral if in the learning environment
2. inform classroom teacher, PLT coordinator and/or a member of the leadership team.

A member of the leadership team is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the staff member 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 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 promptly.

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 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 in consultation with the wellbeing team, principal team or SSSO.

Many factors will be considered when determining the most appropriate response to the behaviour. When deciding how to respond to bullying behaviour, Clyde 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

Clyde Primary School 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 school chaplain, SSSO or external providers.
- Offer counselling support to the students engaging in bullying behaviour, including referral to the school chaplain, SSSO or external providers.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to our school chaplain, SSSO or 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 Student Support Group meeting and/or Positive Support Plan for affected students.
- Prepare a Safety 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 targeted social groups, connecting students to an older student or staff mentor or booster lessons from SWPBS capabilities.
- 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, targeted discussions around cyberbullying etc.
- Implement consequences for the students engaging in bullying behaviour, which may include removal of privileges, removal from the yard, 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.

Clyde 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.

Clyde Primary School staff are 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:

- Student Wellbeing and Engagement Policy
- Child Safe Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Code of Conduct

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 on a 1 to 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 surveys
- Regular staff surveys
- 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 student agency, staff, school council.

## **REVIEW CYCLE**

This policy was last updated on June 2020 and is scheduled for review by June 2022.

## APPENDIX 1

## COMMUNITY CODE OF CONDUCT POLICY

### PROMOTING HEALTHY, SAFE AND RESPECTFUL COMMUNITIES

**Clyde Primary School** recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Code of Conduct sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Code of Conduct acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully and as a community working together.

#### Responsibilities

##### **As principals and school leaders, we will:**

Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.

Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.

Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.

Identify and support students who are or may be at risk.

Do our best to ensure every child achieves their personal and learning potential.

Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.

Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

Make known to parents the school's communication and complaints procedures.

Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

##### **As Teachers and all non-teaching staff, we will:**

Model positive behaviour to students consistent with the standards of our profession.

Proactively engage with parents about student outcomes.

Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.

Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.

Treat all members of the school community with respect.

##### **As Parents, we will:**

Model positive behaviour to our child.

Ensure our child attends school on time, every day the school is open for instruction.

Take an interest in our child's school and learning.

Work with the school to achieve the best outcomes for our child.

Communicate constructively with the school and use expected processes and protocols when raising concerns.

Support school staff to maintain a safe learning environment for all students.

Follow the school's complaints processes if there are complaints.

Treat all school leaders, staff, students, and other members of the school community with respect.

**AS STUDENTS, WE WILL:**

Model positive behaviour to other students.

Comply with and model school values.

Behave in a safe and responsible manner.

Respect ourselves, other members of the school community and the school environment.

Actively participate in school.

Not disrupt the learning of others and make the most of our educational opportunities.

**AS COMMUNITY MEMBERS, WE WILL:**

Model positive behaviour to the school community.

Treat other members of the school community with respect.

Support school staff to maintain a safe and orderly learning environment for all students.

Utilise the school's communications policy to communicate with the school.

**THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:**

Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.

Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.

Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.

Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.

Provide schools with practical and legal support as required.

Provide parents with practical guidance and resources to resolve conflicts with the school.

**CONSEQUENCES FOR FAILING TO UPHOLD THE VALUES OF THIS CODE OF CONDUCT**

**UNREASONABLE BEHAVIOURS**

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the values of this Code of Conduct include when a person:

is rude, aggressive or harasses others

sends rude, confronting or threatening letters, emails or text messages

is manipulative or threatening

speaks in an aggressive tone, either in person or over the telephone

makes sexist, racist or derogatory comments

inappropriately uses social media as a forum to raise concerns/make complaints against the school

is physically intimidating, e.g. standing very close.

**CONSEQUENCES**

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the values of this Code of Conduct may lead to further investigation and the implementation of appropriate consequences. This may include:

utilising mediation and counselling services

alternative communication strategies being applied

formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.

an intervention order being sought

informing the police which may result in a charge of trespass or assault

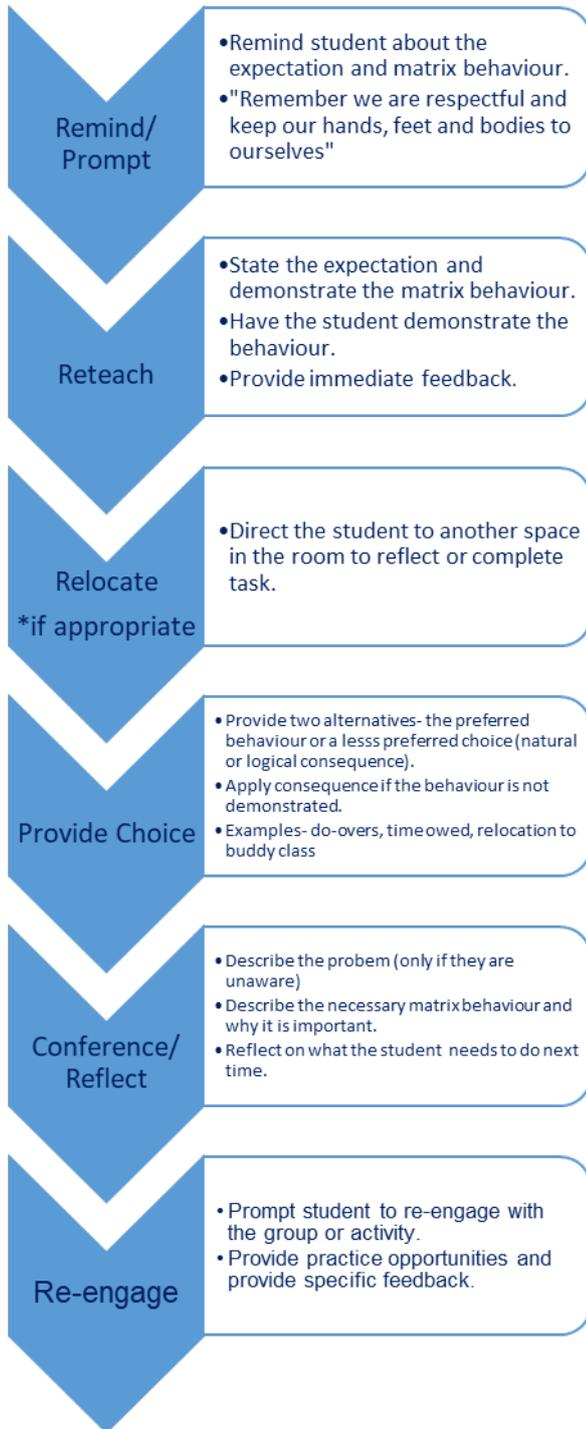
By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.





## School-Wide Positive Behaviour Support Minors Behaviour Response

'Clyde Primary School is a place for Respect, Responsibility and Resilience'



### Minors

**Physical contact without intent**

(rough play which includes pushing, wrestling, tackling)

**Leaving the learning space without permission, still visible by a staff member**

**Minor vandalism/destruction of property-** drawing on walls, tables, littering

**Possession of prohibited items**

e.g. chewing gum, mobile phone

**Property misuse-** (e.g. drawing on other students' work, throwing items, knocking items off the table, throwing toilet paper, flipping a chair, snapping pencils etc.)

**Theft/Taking others' property without permission**

**Inappropriate language-** general use of, not targeted at an individual

**Disruption-** (calling out or interruption)

**Being late to class after recess or lunch**

**Lying/denial/not being accountable/cheating/ plagiarism**

**One off behaviour that upsets another student that is not physical**

e.g. name calling, excluding, making threats that don't involve physical harm e.g. 'you can't come to my birthday party'

**Making rude/inappropriate gestures**

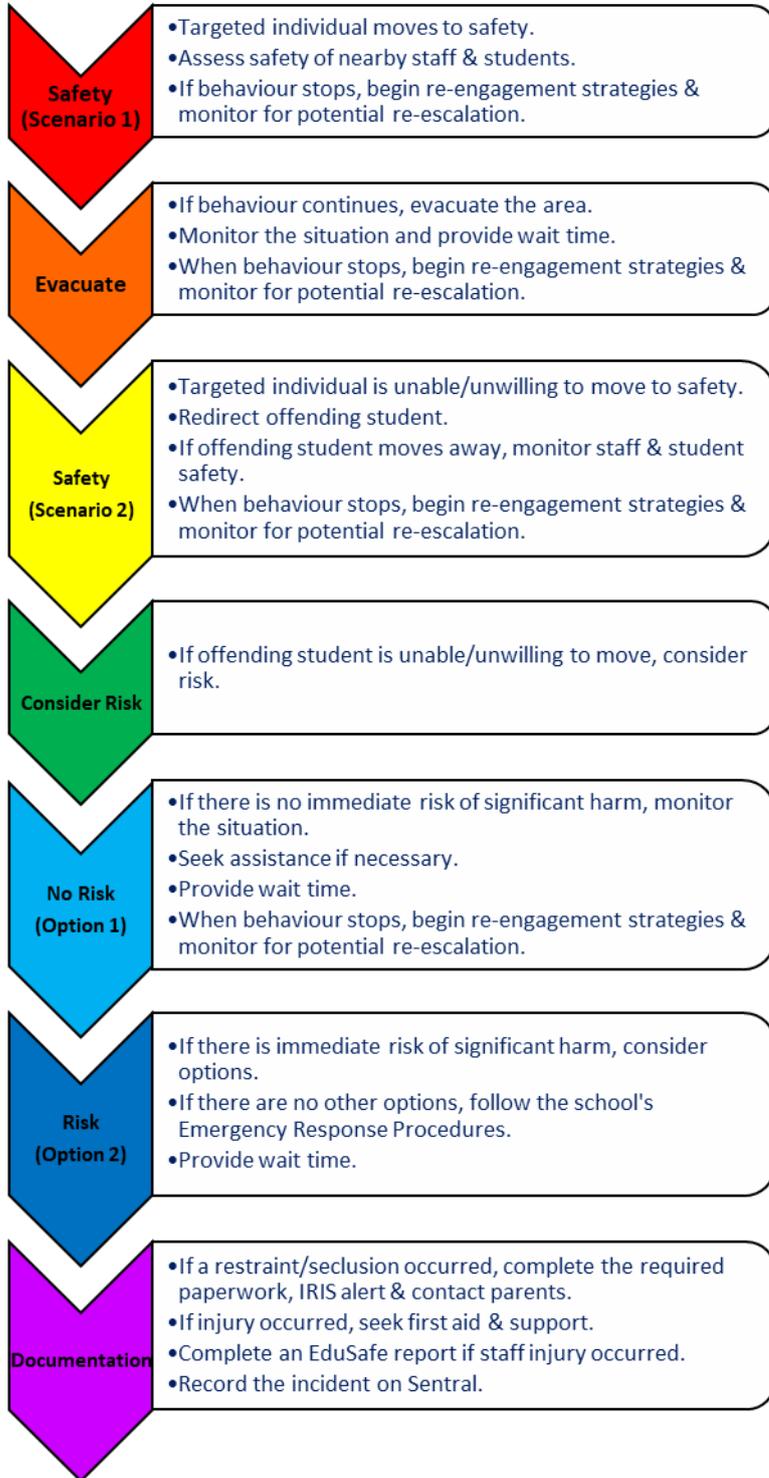
**Moving around the school in an unsafe manner** e.g. running inside, pushing in line, riding bike in school grounds





## School-Wide Positive Behaviour Support Major Behaviour Response

'Clyde Primary School is a place for Respect, Responsibility and Resilience'



### Majors

**Physical contact with intent to harm others or self-**e.g. kicking, hitting, pushing, scratching, spitting, choking, biting, and self-harm.

**Bullying-** physical, verbal, racism, cyber, direct, indirect, harassment, rumour spreading, excluding.

**Major vandalism** (graffiti, breaking windows), deliberate property damage (e.g. graffiti, breaking property)

**Leaving the school grounds without permission/ leaving the classroom where a staff member cannot view them**

**Non-compliance/Defiance/ Disrespect** - Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow direction after initial request has been made directly to that student.

**Sexualised acts/ sexualised comments**  
**Abusive language** (swearing or yelling at others)

**Making threats to physically harm others**

