



BULLYING PREVENTION

PURPOSE

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

When responding to bullying behaviour, Lysterfield 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.

Lysterfield 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 Lysterfield Primary School aims to prevent, address and respond to student bullying behaviour. Lysterfield 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 Behaviour Expectations, Student Wellbeing and Engagement Policy and the Inclusion and Diversity Policy

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

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



BULLYING PREVENTION

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 Student Behaviour Expectations

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. Lysterfield 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 Lysterfield Primary School and may have serious consequences for students engaging in this behaviour. Lysterfield Primary School will use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating



BULLYING PREVENTION

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

Lysterfield 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 Lysterfield 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 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.
- 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.
- 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 Lysterfield 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 Lysterfield Primary School are timely and appropriate in the circumstances.

We encourage students to speak to teachers or leadership. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, leadership or the school counsellor.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Lysterfield Primary School should contact their student's classroom teacher or a member of Leadership.

Investigations

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



BULLYING PREVENTION

1. record the details of the allegations in Compass; and
2. inform the Leadership Team (Principal Class)

The Assistant Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Assistant Principal 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 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, 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 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 the School Counsellor, Principal, or 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, Lysterfield 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.

The Assistant Principal 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 Counsellor
- Offer counselling support to the students engaging in bullying behaviour, including referral to the School Counsellor
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the School Counsellor
- 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.



BULLYING PREVENTION

- 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 an 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 targeted programs
- 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.

Lysterfield 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 Assistant Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

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
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included as annual reference in school newsletter
- 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
- Inclusion and Diversity Policy

Appendices which are connected with this policy are:

- **Appendix A:** Anti-Bullying and Anti-Harassment Procedures
- **Appendix B:** Behaviour Reflection Form
- **Appendix C:** Behaviour Management Process

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](#)



BULLYING PREVENTION

- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)
- Resilience, Rights and Respectful Relationships program
- Racism. No way!

EVALUATION

This policy will be reviewed 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
- 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.

POLICY REVIEW AND APPROVAL

Policy last reviewed	2 nd August, 2021
Consultation	School Council 14/2/2022
Approved by	Principal
Next scheduled review date	August, 2024



BULLYING PREVENTION

Appendix A: Anti- Bullying and Anti-Harassment Procedures

What are the effects of Bullying and Harassment?

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects
- self harm

Am I bullying or harassing someone?

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

What are some of the feelings targets of bullying or harassment may experience?

“I will ignore it and it will go away.”

If anything it will make things worse - you will give the impression that you agree with the situation.

“I don’t want to cause trouble.”

Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.

“Am I to blame?”

Targets of harassment or bullying sometimes feel that it is their fault. Targets are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

“Am I imagining things?”

Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

What should you do if you see another person being bullied or harassed?

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.



BULLYING PREVENTION

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Inform teachers immediately.

Bullying can involve

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks Cyber-bullying can involve
- flaming – online fights using electronic messages with angry or vulgar messages
- harassment – repeatedly sending nasty, mean and insulting messages
- denigration – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- outing – sharing someone's secrets or embarrassing information or images online
- exclusion – intentionally and cruelly excluding someone from an online group
- cyber-stalking – repeated, intense harassment and denigration that includes threats or creates significant fear

Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit Subtle (the most common) they include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another's sexual activity
- persistent comments about a person's private life or family
- physical contact e.g. purposely brushing up against another's body
- offensive name calling

Explicit (obvious) they include:

- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours Extreme forms of sexual harassment will lead to criminal prosecution

How will a student's bullying complaint be dealt with?

Bullying complaints will be taken seriously and treated sensitively. School procedures for responding to a student who bullies or harasses others are set out below.

Note: If at any time bullying or harassment persists or is sufficiently serious, the principal may contact parents/carers and commence formal disciplinary action in accordance with the School's Student Engagement Policy/Student Code of Conduct and DET's Student Engagement and Inclusion Guidance.

Level 1

In the first instance, teachers may elect to use one or more of the following:

- stopping the behaviour /re-statement of rules and consequences/reminder of Bullying and Harassment Policy



BULLYING PREVENTION

- restorative conversation
- meeting with parents
- private conference
- shared control discussion
- removal from the yard

If the student does not take control over his/her behaviour, The Leading Teacher / Year Level Coordinator / Assistant Principal / Principal should be notified.

Level 2

If the bullying or harassment continues, or in instances of severe bullying or harassment, a referral should be made to the Student Welfare Coordinator who may:

- provide counselling support to the victim
- meet with the perpetrator to develop [a Behaviour Support Plan/other type of behaviour modification strategy document] and meet with parents of the student to discuss strategies
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and victim

Level 3

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an Individual Behaviour plan should be developed by the students teacher in consultation with student, parents/carers. Individual Behaviour Management Plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

DET Suspension Guidelines

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/discipline.aspx>

Level 4

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. School Leaders will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented. Furthermore, the school may commence formal disciplinary action in line with 'Effective Schools are Engaging Schools - Student Engagement Policy Guidelines' (DET) at any stage in the process depending on contextual information relating to the severity of the bullying and harassment

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx>

All records will be stored and tracked through the schools digital record keeping



BULLYING PREVENTION

Appendix B: Behaviour Reflection Form



Prep - Grade 1 Reflection Sheet

Student Name: _____

Date: _____

1. What was the wrong choice that you made?

- I hurt someone
- I said something mean
- I did not include someone in my play
- I touched someone's things
- I broke something
- I damaged the school's property
- I did not do what the teacher asked
- I went to a place that I am not allowed to play (out of bounds)

Teacher to describe:

2. Who did your choice affect?

- My friends
- Another student
- A teacher or teachers
- Myself
- My family

3. What could you do differently next time? (teacher to describe)

4. Agreed consequence for the choice

Student signature: _____

Teacher signature: _____

Parent signature: _____

Do you require a follow up meeting with the teacher? If so please call the office to arrange a time and a staff member will be in touch.

Curious

Confident

Successful



LYSTERFIELD PRIMARY SCHOOL RULES

Curiosity Acceptance Resilience Respect Integrity

We show respect for ourselves, others, the community and the environment.

We move and play safely.

We resolve problems, calmly, sensibly and fairly.

We do our best and allow others to do the same.

We show friendship, care and acceptance.



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WHAT OUR RULES

'LOOK' LIKE

Curiosity Acceptance Resilience Respect Integrity



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POSITIVE CONSEQUENCES

Curiosity Acceptance Resilience Respect Integrity



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NEGATIVE CONSEQUENCES

Curiosity Acceptance Resilience Respect Integrity

In the classroom

REMINDER (ONE ONLY)

**REMOVAL FROM THE PLACE YOU ARE SITTING TO
HELP YOU AND OTHERS WORK**

**REMOVAL TO A QUIET PLACE TO HELP YOU AND
OTHERS WORK**

**REMOVAL TO ANOTHER CLASS TO HELP YOU AND
OTHERS WORK**

Complete a reflection sheet in the next break.

Your parents will be contacted.

SENIOR STAFF BECOME INVOLVED

More than 2 removals from class referred to Mr Wight, Mrs Roose or Mrs Keating.

Ongoing concerns require meetings with parents and principals.



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NEGATIVE CONSEQUENCES

Curiosity Acceptance Resilience Respect Integrity

In the playground

REMINDER (ONE ONLY)

REMOVAL TO ANOTHER PLAY AREA TO HELP YOU BEHAVE SAFELY

SIT AND THINK IN THE 'SIT AND SHADE AREA' TO HELP YOU BEHAVE SAFELY

WALK WITH A YARD DUTY TEACHER TO HELP YOU BEHAVE SAFELY

*Complete a reflection sheet in the next break. Your parents will be contacted.
Any work missed will be done at home.*

REMOVED FROM THE YARD

More than 2 removals from the yard referred to Mr Wight, Mrs Roose or Mrs Keating.

Ongoing concerns require meetings with parents and principals.



NEGATIVE CONSEQUENCES

Curiosity Acceptance Resilience Respect Integrity

Other rules

If you do these things you will go straight to step 5:

- Intentionally damage someone's property.
- Leaving the school grounds.
- Fighting, bullying or any form of aggressive or intimidating behaviour.
- Actions that pose a danger to oneself or others.
- Using bad language towards another person.



BULLYING PREVENTION



LYSTERFIELD PRIMARY

Behaviour Buddies

Curiosity Acceptance Resilience Respect Integrity