



BULLYING PREVENTION POLICY

Rationale

Armstrong Creek School is committed to providing a safe and respectful learning environment where bullying will not be tolerated. This is demonstrated through our adhering to our school values of Care, Collaboration and Commitment. We specifically use the language of showing Care when making reference to bullying prevention.

The purpose of this policy is to:

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

When responding to bullying behaviour, Armstrong Creek School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again through explicit education of the appropriate behaviour
- restore the relationships between the students involved

Armstrong Creek 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.

Aims

This policy addresses how Armstrong Creek School aims to prevent, address and respond to student bullying behaviour. Armstrong Creek 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 policy and our Student Engagement and Inclusion policy.

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

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:

- o It involves a misuse of power in a relationship
- o It is ongoing and repeated, and
- o It involves behaviours that can cause harm.

Bullying can be ongoing:

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.

Cyber bullying 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 Engagement and Inclusion Policy and the Student Code of Conduct Policy. The handbook on Procedures for School Wide Positive Behaviour Support provide further information on the implementation of respectful behaviours.

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. Armstrong Creek School will use its Student Engagement and Inclusion 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 Engagement and Inclusion Policy. Harassment of any kind will not be tolerated at Armstrong Creek School and may have serious consequences for students engaging in this behaviour. Armstrong Creek School will use its Student Engagement and Inclusion Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

BULLYING PREVENTION

Armstrong Creek 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 which demonstrates acceptance, kindness and respect. We teach this expected behaviour through our School Wide Positive Behaviour Support framework.

Bullying prevention at Armstrong Creek 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 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 incorporate Learning Community management strategies that discourage bullying and promote positive behaviour through explicitly teaching the expectations of our school values of Care, Collaboration and Commitment.
- The expected behaviours are planned for and taught through weekly Positive Climate for Learning lessons, and followed up by modelling and positive reinforcement.
- Our Respectful Relationships curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Respectful Relationship curriculum is explicitly taught on a weekly basis through the Positive Climate for Learning lessons. This curriculum also links the Capabilities to Human Rights.

- The Buddy program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are explicitly taught strategies to use when they encounter or witness disrespectful behaviour and 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.
- We have developed and are explicitly teaching all students strategies to be Positive Bystanders to reduce the likelihood of bullying incidents to occur and focus on exhibiting respectful behaviours.
- We are a School Wide Positive Behaviour School (SWPBS) which is a framework that brings together school communities to develop positive, safe and supportive learning cultures. The core practices of SWPBS at our school are:
 - Teach the Expected Behaviours
 - Apply behaviour specific praise through the acknowledgement and reinforcement of Caring behaviours
 - Consistent approach and language to de-escalate situations
 - Apply logical consequences
 - Document and analyse data from behaviour referrals

For further information about our engagement and wellbeing initiatives, please see our Student Engagement and Inclusion Policy and the Procedures for School Wide Positive Behaviour Support Handbook.

INCIDENT RESPONSE

Reporting concerns to Armstrong Creek 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. This is taught through the Positive Bystander program.

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 Armstrong Creek School are timely and appropriate in the circumstances. We encourage students to speak to their Home Group teacher. However, students are welcome to discuss their concerns with any trusted member of staff. Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Armstrong Creek School, should in the first instance contact the Home Group teacher.

Investigations

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

1. record the details of the allegations on Compass and



2. inform the Home Group teacher and the relevant Leading Teacher:

Prep – Grade 2: Krystina Simpson

Grade 3, 4: Claire Govan

Grade 5, 6: Kate Lachmund

Secondary School: Alison Balchan

The Leading Teacher is responsible for investigating allegations of bullying in a timely and sensitive manner.

To appropriately investigate an allegation of bullying, the Leading Teacher may:

- o 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
- o speak to the parents of the students involved
- o speak to the teachers of the students involved
- o take detailed notes of all discussions for future reference
- o obtain written statements from all or any of the above.

All communications with the Leading Teacher 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. Staff will investigate what the possible motivation or the function of the behaviour is.

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 Leading Teacher 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 Tier 2 Positive Behaviour Support Team which includes a member of the Principal Class.

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, Armstrong Creek School will consider:

- o the age and maturity of the students involved
- o the severity and frequency of the bullying, and the impact it has had on the target student
- o whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- o whether the bullying took place in a group or one-to-one context
- o whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- o the alleged motive of the behaviour, including any element of provocation.

The Leading Teacher 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 Positive Climate for Learning Team (which includes a member of the Principal Class), SSS or an external provider.
- Offer counselling support to the students engaging in bullying behaviour, including referral to the Positive Climate for Learning Team, SSS or an external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Positive Climate for Learning Team, SSS or an external provider.
- 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. The restorative conversations encourage ownership of actions, perspective taking and repairing of relationships by all parties included. Consult the Procedures for School Wide Positive Behaviour Support Handbook: Restorative Practice.
- Facilitate a [Mediation](#) between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the [Support Group Method](#), involving the target student(s), the students engaging in Bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a [Method of Shared Concern](#) process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students. This includes a Prevent Teach Reinforce approach of prevention strategies, teaching Care related behaviours and a reinforcement strategy to support the use of appropriate behaviours.
- Prepare a Student 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 Positive Climate for Learning lessons, School Value specific goals, Social Groups with the focus on teaching the expected 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 through teaching the expectations of the school value of Care (Matrix).
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, suspension (the suspension may be at school or at home) and/or expulsion consistent with our Student Engagement and Inclusion Policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Armstrong Creek 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.

Leading Teachers 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:

- Statement of Values and School Philosophy
- Student Engagement and Inclusion Policy
- Parent Complaints Policy
- Duty of Care 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](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

EVALUATION

This policy will be reviewed every 3 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

- discussion and consultation with students and parent/carers
- regular student bullying surveys
- regular staff surveys
- Positive Bystanders Data Collection tool
- assessment of other school-based data on Compass, 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 representative groups, parents groups, school council.

REVIEW CYCLE

- Policy and procedures should be reviewed every 3 years
- This policy was last ratified by School Council on 23 July 2020.