



## MOSSGIEL PARK PRIMARY SCHOOL **Bullying Prevention Policy**

### **Rationale:**

Mossgiel Park 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
- make clear that all forms of bullying at Mossgiel Park Primary School (MPPS) will not be tolerated
- 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 victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at MPPS.

When responding to bullying behaviour, MPPS aims to:

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

MPPS 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.

### **Definitions**

*Bullying* occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

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 phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

*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. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours of concern are encouraged to report their concerns to school staff.

### **Scope**

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

This policy should be read in conjunction with our school's *Student Engagement Policy, Wellbeing Policy, Disabilities Policy, Duty of Care Policy* and *Statement of Values and School Philosophy Policy*.

### **Implementation**

#### **1. Bullying Prevention**

Mossgiel Park Primary School has a whole school program 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 MPPS 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 are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour, through our whole-school assertive discipline procedures.
- 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, including Friendly Schools Plus, 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.

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

## **1. Incident Response**

### **i. Reporting concerns to Mossgiel Park 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.

In most circumstances, we encourage students to speak to their classroom teacher as a first point of call. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, education support aides, area coordinators, assistant principals or student support service staff such as psychologists.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at MPPS should contact the Assistant Principal for Student Welfare, by phone on 9709 7777 or by email directed to [mossgiel.park.ps@edumail.vic.gov.au](mailto:mossgiel.park.ps@edumail.vic.gov.au)

### **ii. Investigations**

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

1. Notify the Assistant Principal for Student Welfare and provide a written account of the information for investigation; and
2. Follow any recommendations as required by the Assistant Principal.

The Assistant Principal (Student Welfare) is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Assistant Principal (Student Welfare) 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 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; and

- record the details of the allegations in the Assistant Principal's 'Discipline Folder', provide a written copy of the allegations and any follow up actions required to the Student Discipline Coordinator, and place a copy in the student's classroom file.

All communications with the Assistant Principal (Student Welfare) 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](#).

### **iii. Responses to bullying behaviours**

When the Assistant Principal (Student Welfare) 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 class teachers, Student Discipline Coordinators, Student Support Services (SSS), Assistant Principals and 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, MPPS 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 victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

The Student Discipline Coordinator may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to SSS or to private provider for counselling services.
- Offer counselling support to the perpetrator student or students, including referral to SSS or to private provider for counselling services.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to SSS or to private provider for counselling services.
- 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 an understanding of the impact of the behaviour, 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.
- Implement disciplinary consequences for the perpetrator students, which may include loss of demerit points, removal of privileges, removal from the yard or classroom, suspension and/or expulsion consistent with our *Student Engagement* policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- 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 victim and perpetrator students.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.

The Student Discipline Coordinator is responsible for maintaining up-to-date records of the investigation of and responses to bullying behaviour. When this has been investigated by the Assistant Principal she will provide all relevant up-to-date documentation to the Student Discipline Coordinator for filing.

MPPS understands the importance of monitoring the progress of students who have been involved in or affected by bullying behaviour. Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students reporting concerning behaviour as soon as possible, so that the responses implemented by MPPS are timely and appropriate in the circumstances.

### **Further information and resources**

To be read in conjunction with the following school policies:

*Student Engagement Policy*

*Wellbeing Policy*

*Disabilities Policy*

*Duty of Care Policy*

*School Philosophy Policy*

Links to DET and external resources:

[Bully Stoppers](#)

[Respectful Relationships](#)

[Bullying, No Way!](#)

[Evidence gathering and school audits](#)

[School Wide Positive Behaviour Support](#)

### **Evaluation**

This will be reviewed on a 1-2 year basis following analysis of school data on reported incidents of, and responses to bullying to ensure that this policy remains up to date, practical and effective.

Data will be collected through:

- discussion with students
- student bullying surveys
- staff surveys
- 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 school teaching staff, the School Improvement Team and School Council.

**Review cycle**

This policy was last updated on 31<sup>st</sup> July 2018 and is scheduled for review in July 2021.