
BULLYING PREVENTION POLICY

PURPOSE

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

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

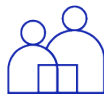
- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from reoccurring.
- restore the relationships between the students involved through Restorative practices.

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



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.

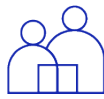
Other distressing and inappropriate behaviours

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. Walkerville 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 Walkerville Primary School and may have serious consequences for students engaging in this behaviour. Walkerville 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

Walkerville 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 care, cooperation and commitment. Bullying prevention at Walkerville 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 our students; we promote 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 and circle time to raise awareness about bullying and its impacts.
- 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.

INCIDENT RESPONSE

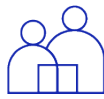
Reporting concerns to Walkerville Primary School.

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 Walkerville 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, SSO's, wellbeing staff and/or a member of the leadership team.



Parents or carers who develop concerns that their child is involved in or has witnessed bullying behaviour at Walkerville Primary School should contact their classroom teacher as soon as practical.

Investigations

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

1. record the details of the allegations on Sentral if in the learning environment
2. inform classroom teacher, Wellbeing leader and/or a member of the leadership team.

Where an issue cannot be addressed at a classroom level by the classroom teacher, 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 the department and SAPOL as required.

Responses to bullying behaviours

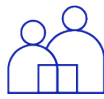
When the staff member has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the wellbeing team, leadership team or SSO.

Many factors will be considered when determining the most appropriate response to the behaviour.

When deciding how to respond to bullying behaviour, Walkerville 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

Walkerville 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 department support agencies or external providers.
- Offer counselling support to the students engaging in bullying behaviour, including referral to department support agencies or external providers.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to department support agencies 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 Site Wide Positive Behaviour 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 exclusion consistent with our Student Behaviour Management policy, the Suspensions and Exclusion directions and any other relevant Department policy.

Walkerville 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.

Walkerville Primary School staff are responsible for maintaining up-to-date records of the investigation and responses to bullying behaviour.

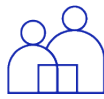
FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Student Behaviour Management Policy
- Protective Practices Policy
- Duty of Care 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 (Governing Council)
- Parent Opinion Survey
- Regular student surveys (Wellbeing and Engagement Collection)
- Regular staff surveys (inc Perspectives Survey)
- 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

Proposed amendments to this policy will be discussed with student agency, staff, learning and wellbeing committee and governing council.

Last updated on August
Review by August 2024.



APPENDIX 1

COMMUNITY CODE OF CONDUCT POLICY

PROMOTING A COMMUNITY THAT VALUES CARE, COOPERATION AND COMMITMENT

Walkerville 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. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school
- 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.

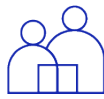
RESPONSIBILITIES

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.
- 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.

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:

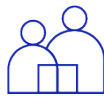
- Model positive behaviour to other students. Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most 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 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:

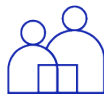
- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages that is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone makes sexist, racist or derogatory comments
- inappropriately uses social media 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.
- the police which may result in a charge of trespass or assault
- 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.



APPENDIX 2

RESTORATIVE PRACTICES

RATIONALE

The rationale behind this approach is that when offenders reflect upon their harm to victims:

1. They become remorseful and act restoratively.
2. Practitioners can focus on the unacceptable behaviour of offenders rather than their moral character.
3. This can lead to healthier interpersonal relations among members of the school community and more effective learning.

APPLICATION

Restorative practices can be undertaken in a variety of forums. It may be conducted with varying degrees of formality and may include just those students most directly involved in bullying or in some circumstances a whole class (Circle Time).

'Community Conferences' include supportive third parties such as friends, families and possibly a community figure such as a police community liaison officer. This forum is used to address concerns of both individuals and the wider community.

The work in schools with cases of bullying is commonly guided by Restorative Practice flashcards or an agreed script which direct practitioners to ask the bully to describe what happened and to reflect on what harm it has done. The victim is asked to say how she or he has been affected and what needs to be done to put things right.

Feelings of shame that are elicited need to lead to re-integration into the community rather than a sense of being alienated and stigmatised.

In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the target and the bully express their acceptance of the proposed solution/s and discuss what can be done to prevent a recurrence.

The situation is then monitored by school staff and further intervention occurs if the situation does not improve. In some cases, considerable work is done behind the scenes to prepare the participants including bystanders and others to ensure a positive outcome.