BRIGHTON BEACH PRIMARY SCHOOL

Bullying Prevention Policy

PURPOSE

Brighton Beach Primary School (BBPS) 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 BBPS community
- make clear that no form of bullying at BBPS will be tolerated
- outline the strategies and programs in place at BBPS 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 understands the importance of reporting 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, witnesses and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at BBPS.

When responding to bullying behaviour, BBPS 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.

BBPS 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 BBPS aims to prevent, address and respond to student bullying behaviour. BBPS 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 School Code of Conduct; Student Wellbeing and Engagement Policy; Inclusion and Diversity Policy (found on the School Website).

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

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 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.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have

a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.

- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers (education.vic.gov.au)](#) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

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 our Student Wellbeing and Engagement Policy and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

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. BBPS 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.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

Bullying Prevention

BBPS has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at BBPS 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:

Whole school strategies

- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
- 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.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students.
- We have well-established whole school values (the 5Rs) which underpin our classroom and playground norms, drive learning opportunities focussed on being a member of the BBPS community, and frame conversations that support student reflection (see Appendix A).
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- We participate in the National Day of Action against Bullying and Violence.

Social and Emotional Learning Curriculum

- 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.
- As a Lead School participating in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.

Student voice and agency

- 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.
- The Student Representative Council promote our school values across the school and model problem solving, restorative practice and how to build positive relationships. Further to this, our SRC are trained annually to be Peacemakers – helpers in the playground to support peers to resolve problems.
- Termly Friendship Lunches and the Better Buddies Program (Prep and Grade 5, Grade 1 and Grade 6) 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.

- Grade 6 Leaders facilitate Lunch Time Clubs throughout the year, focussed on encouraging multi-age play and relationship building.
- The Grade 5 Upstanders team engage in an annual project that connects five Bayside Network schools to promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied by being a 'Bully Stopper'.

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

Incident Response

Reporting concerns to BBPS

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively..

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult 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 BBPS are timely and appropriate in the circumstances.

We encourage students to speak to their class teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, education support staff or a member of leadership.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at BBPS should contact the class teacher in the first instance, or alternatively the principal or assistant principal via the Administration Office (9591 0888 or email)

Investigations

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

1. record the details of the allegations in the BBPS incident register, via Compass Chronicle.
2. inform the Assistant Principal or Principal.

The classroom teacher, in partnership with Leadership (Principal, Assistant Principal, 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 parent/carer(s) 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 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 Leadership 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 and additional supports consulted if relevant (e.g. Student Support Services, Department of Education and Training specialist staff, Allied Health).

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, BBPS will consider:

- the age, maturity and individual circumstances 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.

Leadership may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to Student Support Services, OnPsych counselling, pr external providers linked to the school to:
  - o the target student or students
  - o the students engaging in the bullying behaviour
  - o affected students, including witnesses and/or friends of the target student.
- 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 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 a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour, as relevant.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours, as part of the classroom Social and Emotional Learning program, based on the whole school social skills scope and sequence (see Student Engagement and Wellbeing Policy).
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved. This may also include the implementation of additional engagement opportunities such as small group social skills, as facilitated by school integration aides.
- Implement proportionate disciplinary consequences for the students engaging in bullying behaviour as per the follow through process outlined in the Student Wellbeing Support Plan (Appendix A). This 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.

BBPS 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 school will maintain up to date records of the investigation of and responses to bullying behaviour.

COMMUNICATION

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 meetings as required – standing agenda item: Student Wellbeing
- Discussed at parent information nights/sessions
- 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 (School Website):

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy

- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy

Our school also follows Department of Education and Training policy relating to bullying including:

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support 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
- [Report racism or religious discrimination in schools](#)
- Kids Helpline
- [ReachOut Australia](#)
- Lifeline
- Bullying. No way!
- Student Wellbeing Hub
- eSafety Commissioner
- Australian Student Wellbeing Framework

EVALUATION

This policy will be reviewed every 2 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 to inform this review will be collected through:
- discussion and consultation with students and parent/carers
- regular staff surveys
- student surveys, including the Resilience Youth Survey and Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with student representative groups and school council, or relevant representatives.

POLICY REVIEW AND APPROVAL

Policy last reviewed	July, 2022
Consultation	Student Representative Council School Council School community via the newsletter
Approved by	Principal
Next scheduled review date	2024

BBPS Wellbeing Support Plan

Resilience	Responsibility	Relationships	Respect	Reflection
Self - Management Managing emotions Goal Setting	**Responsible decision making** Analysing situations Assuming personal responsibility Respecting others Problem solving	**Relationship skills** Communication Building relationships Negotiation Refusal	**Social awareness** Perspective taking Appreciating diversity	**Self- awareness** Identifying emotions Recognising strength
• Is aware of how different emotions affect one's behaviour • Understands the characteristics of positive goals • Can express emotions appropriately (non-verbally and verbally) • Perseveres in the face of setbacks • Can set realistic short and long term goals	• Can distinguish between positive and negative outcomes or consequences • Can identify situations that require a decision or solution • Values the rights of others • Can generate multiple options or alternative solutions to problems • Takes responsibility for decisions and actions	• Can express oneself assertively • Understands the characteristics of friendships • Can comfortably act independently of others • Uses appropriate facial expression and body language when communicating • Can approach and join in with others • Make positive connections and friendships	• Can identify the emotions of others based on verbal and non-verbal cues • Has empathy for others • Accepts and appreciates differences between people • Is aware that people can express the same emotion differently • Understands that individual group differences complement each other	• Can recognise own emotions through situational or body language • Can cultivate and increase own strengths and qualities • Can label own emotions accurately • Has a feelings vocabulary • Can differentiate the strength or intensity of different emotions • Can identify own basic positive qualities such as fairness and humour

BBPS Wellbeing Support Plan

Concepts	Bullying Prevention	Resources
All children have the right to be safe Bullying is repeated inappropriate behaviour Controlling impulsivity Stop Think Do Mindfulness/personal self-regulation (REAP) Community service Rights and responsibilities No name, no shame or blaming Follow through and consequence	It's OK to tell Be an up-stander not a by-Stander Fairness rather than unfair Power Inclusion over exclusion Peace makers	Circle time daily Buddies Bully Stoppers - Make a stand, Lend a hand Says NO to bullying, friendship ambassadors SRC - Network, skits, 5 R's award, problem box No Put Down Zone/Stop it! I don't like it SEL incursions Resilience project You can do it, growth mindset Smiling minds iMessages (I felt ____when you____) Incident reports (compass) Think paper as reflection tool

FT 1	FT 2	FT 3	FT 4
• Reflection with class teacher/duty teacher • Clarifying class expectations through discussion and anchor charts • Restorative practice - Script • Circle time	• Class teacher/level leader/AP • Time to meet with teacher at recess/lunch • Think paper • Community service • Parents contacted	• AP/P involved • Parent Interview/SSG meetings/student mentor/ ILP • Withdrawal of privileges/ community service • Communication book • SSSO/ON Psych (as required)	• Suspension • Re-entry/SSG meetings • Negotiated individual behaviour plan (ILP)