



# Morwell Central Primary School

## Bullying Prevention Policy 2022

### Rationale:

Morwell Central Primary School is committed to providing a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, are not acceptable in this school and will be dealt with seriously and expediently. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community. Morwell Central 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.

### Aims:

- To reinforce within the school community that no form of bullying is acceptable.
- To ensure everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To always seek parental and peer-group support and cooperation.

### Scope of this Policy:

This policy addresses how Morwell Central Primary School aims to prevent, address and respond to, and document student bullying behaviour. Morwell Central 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 Code of Conduct and Student Wellbeing and Engagement Policies.

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

## Definitions:

**Bullying** is verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. **Conflict or fights between equals and single incidents are not regarded as bullying.** *Bullying can have long term effects on those involved, including bystanders.*

**Cyber bullying** refers to bullying through information and communication technologies.

**Discrimination** occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. *Discrimination is often ongoing and commonly involves exclusion or rejection.*

**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. Harassment of any kind will not be tolerated at Morwell Central Primary School and may have serious consequences for students engaging in this behaviour. Morwell Central 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 in accordance with this Bullying Prevention Policy.

**Violence** is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

### **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 Code of Conduct and Student Wellbeing and Engagement Policies.

**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. Morwell Central Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

## Examples of bullying and harassment:

Bullying may include (but is not limited to):

**Physical:** hitting, pushing, touching, grabbing, looks, stares, facial expressions, gestures, spitting, taking or damaging property.

**Verbal or written:** spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, spreading rumours.

**Cyber:** using e-mail, voice and text messaging, social networking sites, photographic and video images.

**Graffiti:** using pictures, tags or words.

**Social:** forming groups to exclude, ignore and disrespect; influencing, encouraging or organising someone else to be involved in any type of bullying or harassment.

Sexual harassment may include (but is not limited to):

- Unwelcome touching, hugging, kissing, brushing up against a person, staring or leering.
- Suggestive comments or jokes; sexually explicit pictures, screen savers, posters, graffiti, letters, messages, magazines or any other visual or written medium.
- Unwelcome invitations to go out on dates.
- Requests for sex.
- Inappropriate and intrusive personal questions about a person's private life or his/her body.
- Insults, taunts, teasing or name calling of a sexual nature; or sexually explicit conversation.
- Accessing sexually explicit internet sites.
- Offensive telephone calls, letters, e-mails or mobile phone text messages.
- Posting filmed or photographed images or comments on social networking sites.
- Behaviour that may constitute a criminal offence under criminal law and reportable to the police, such as physical or indecent assault, stalking, obscene communications, and sexual assault.

Bystander behaviour:

A bystander is someone who sees or knows about maltreatment, harassment, aggression, violence or bullying that is happening to someone else. Supportive bystander behaviours are actions/words that are intended to support someone who is being attacked, abused or bullied. *The actions of a bystander can stop or diminish a bullying incident or help another person to recover from it.*

Bullying and harassment:

- May be done directly (face to face) or indirectly (via the internet or mobile phones).
- Involves the misuse of power and may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge.
- Has an element of threat.
- Can continue over time.
- Is often hidden from adults.
- Will be sustained if adults or peers do not take action.

### If a child is being bullied or harassed:

Children who are being bullied or harassed may not talk about it with their friends or staff at the school. They may be afraid that it will make things worse, or they may feel it is wrong to 'tell tales'. When people are being bullied or harassed, they may feel angry, embarrassed, frightened, humiliated, uncomfortable, scared or unsafe. Parents have an important part to play in helping the school and the student deal with bullying. A change in behaviour in children may be a signal that they are being bullied or that they have some other concern.

Some signs that a child is being bullied or harassed may include, but not limited to:

- Unexplained cuts, bruises or scratches.
- Damaged or ripped clothing.
- Vague headaches or stomach aches.
- Refusal to go to school.
- Asking for extra money or food.
- Tearfulness, anxiety or difficulty sleeping.
- 'Hiding' information on mobile phones, emails or in comments on social networking pages.
- Reduced ability to concentrate or learn.

### **How the complaint will be dealt with:**

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

#### ***Level 1***

If the bullying or harassment incident is minor or first-time occurrence, teachers may elect to use one or more anti-bullying practices:

- Stopping the bullying/re-statement of jobs and consequences.
- Restorative questioning.
- Rethink and Reflect Conversation.
- Private conference.

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

#### ***Level 2***

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator or Leadership.

Here, the Student Welfare Coordinator or Leadership (or another who has responsibility for student welfare) may:

- Meet with the student to develop a behaviour plan of action and prevention.
- Provide discussion/mentoring of different social and emotional learning competencies including structured learning activities.
- Conduct a restorative conference separately with the perpetrator and "target".

### **Level 3**

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. Student Welfare Coordinators 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 consistent with the school's Student Engagement Policy. Furthermore, the Principal may commence formal disciplinary action in line with Student Engagement and Inclusion Guidance 2014 (*DEECD*) at any stage in the process depending on contextual information relating to the severity of the bullying (including cyberbullying) and harassment.

#### **Responsibilities:**

##### The Principal will:

- Develop, implement and review regularly the school's anti-bullying policy (involving staff, parents and students).
- Provide opportunities for all students to access support at all times.
- Survey all or a random selection of students, parents and teachers.
- Ensure that new staff and new students and their families are aware of the school community's negotiated anti-bullying policy and the decision-making procedures open to them if they wish to influence school practise.
- Manage the incidents of bullying in a way that is consistent with the DET School Discipline Policy and when necessary, implement sanctions in line with the policy – and which may include take home, suspension or exclusion in the principal deems it necessary to ensure the safety and wellbeing of the school community.
- Provide in-service training and development to staff in effective strategies in managing bullying.
- Ensure ongoing training and development of teachers, induction of students and the provision of information to parents.
- Manage a whole-school-change approach to ensure the Child Safety Standards is implemented in all year levels.
- Ensure that all parents have access to:
  - The school's anti-bullying policy.
  - The DET Bullying and Harassment at School: Advice for parents and caregivers leaflet.
  - Information about the Child Safety Standards and related documents, including providing them on the school's website.
- Ensure that all parents are aware of their rights to advocacy and of avenues open to them in establishing an anti-bullying policy.

#### School staff members will:

- Develop and foster positive relationships with students and families.
- Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues of bullying.
- Participate in developing, implementing and reviewing the school's anti-bullying policy, curriculum and in-service offerings, and the procedures for managing incidents of bullying.
- Critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully.
- Establish, maintain, make explicit and model the school's expectations relating to bullying.
- Participate in training and development related to decreasing bullying in schools.
- Support students to be effective bystanders.
- Ensure the concept of bullying is defined clearly and sensibly.
- Collect relevant data using surveys and questionnaires.
- Provide regular lessons in the classroom – how to prevent bullying is a significant part of the students' social education curriculum.
- Follow up any grievances using the School Grievance Policy.

#### Parents will:

- Keep the school informed of concerns about behaviour, their children's health or other matters of relevance.
- Communicate in a respectful manner with school staff about issues of concern soon after these concerns arise.
- Follow up on these concerns and, if necessary, contact the District Education Director/Office if the concerns are not resolved following intervention by the principal.
- Follow up any grievances using the School Grievance Policy.

#### Students will support the school in maintaining a safe and supportive environment if they:

- Are respectful towards other students, staff and members of the school community.
- Participate in restorative and social skill sessions regarding being an effective bystander and behavioural expectations.
- Communicate with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed.
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.
- Follow up any grievances using the School's Complaints Policy.

#### Other considerations: Disabilities, guardianship and more

- Consideration will be given to students with a disability, gifted students, Special School students, Aboriginal and Torres Strait Islander students, students in care (guardianship), and students who are same sex attracted, in managing incidents of bullying.
- The school will include in education plans any issues related to bullying, harassment, violence, discrimination or child protection matters for students with a disability (Negotiated Education Plan),

and Aboriginal or Torres Strait Islander student (Individual Learning Plan) and students under guardianship (Individual Education Plan).

- As part of the enrolment process, the school will require parents and/or students to acknowledge/agree to the school's Student Code of Conduct.

## **Actions:**

### Prevention:

Morwell Central Primary School 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 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 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 participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- 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.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level activities and programs are planned for each year to raise awareness about bullying and its impacts such as "Bullyiing! No Way!"
- 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.
- We 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.
- 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.

### Responses to incidents, documentation, follow-up and reporting to parents

Some flexibility is needed in how incidents are tackled, depending on the nature, severity and extent of the bullying. Staff will seek to respond to school bullying in the most appropriate way. This may include the use of sanctions in extreme cases but recognise that progress can often only be made using a problem-solving approach working with students.

When an incident of bullying is reported or identified, a relocation form is completed by the teacher. Students are encouraged to talk about the incident, and these details are recorded on the form.

Consequences and follow-up are also recorded on this form. This is processed and recorded on UEducateUs by a nominated staff member.

In extreme cases, under the Regulations pursuant to the Education Act, a student can be suspended or excluded from attendance at school if they:

*Act in a manner that threatens the safety or wellbeing of a student or member of staff of, or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).*

Principals can use these Regulations for incidents that occur off-site and/or out of school hours if another student’s safety or wellbeing has been threatened. Therefore, these regulations can be used for incidents of cyber bullying or violence.

The Principal (or delegate) will:

- Follow-up with students who are victims or perpetrators of bullying to ensure they feel safe at school and remain connected to the school following an incident
- Notify parents of the victim of violence at the earliest opportunity
- Undertake to collaborate with parents in addressing the problem of bullying, especially in the resolution of cases in which action is to be taken by both the school and parents.

Prevention, intervention and coping strategies

- Students at Morwell Central Primary School are aware of what to expect if they are involved in bullying and harassment. All students are involved in learning based on the Child Safety Standards.
- Students who bully and/or harass others are expected to take responsibility for their behaviour and consequences for this behaviour are outlined in the school behaviour management policy or their individually negotiated behaviour management plans.
- School staff support students who are bullied or harassed in developing positive relationships with other students.
- Support groups are tailored to meet the needs of both victims and perpetrators.

Level of response:

CLASS	SCHOOL	SYSTEM
Logical Consequence	Office ‘rethink’	Suspension
Restorative Practice Relocation		Exclusion
Office ‘rethink’		

**Communication:**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school’s website
- Included regularly in newsletters to parents
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required.



## Further Information and Resources:

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 Bullying Prevention Policy will be reviewed as part of the school's two-year review cycle or earlier as required.

## Approval:

<b>Consultation</b>	<b>School Council, 9/5/22</b>
<b>Endorsed by</b>	Justine Smyth, Principal
<b>Endorsed on</b>	7 <sup>th</sup> November, 2022
<b>Next review date</b>	May, 2024

See appendix A- Reporting on incident of bullying/harassment – Template.

See appendix B- Formal referral of Student who has been bullied/ harassed other to Student Welfare Coordinator- Template

# Relocation Sheets

**Yard Relocation Sheet – Yard Duty Teacher**


 Date: \_\_\_\_\_  
 Class: \_\_\_\_\_

Yard Duty Teacher: \_\_\_\_\_

Recess   
 Lunch   
 Before School   
 After School

Student/s Involved: (List)

Student Name:	Grade:

**Description of Incident:**  
 Describe the incident and how the staff and need to be reported to class consequences are listed in the table.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conversation Prompts:**

- Remember that everyone gets to have their say, or interrupted
- Tell me what you think happened (What)
- Help me to understand (What)
- What would you do differently
- How can we fix this

**Language!**

- My Job, Your Job, Our Job
- Own your behaviour
- The Red Beast – Feeding or not feeding the Red Beast/Did you notice your Red Beast

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**Yard Relocation Sheet – Yard Duty Teacher**


 Date: \_\_\_\_\_  
 Class: \_\_\_\_\_

Yard Duty Teacher: \_\_\_\_\_

Recess   
 Lunch   
 Before School   
 After School

Student/s Involved: (List)

Student Name:	Grade:

**Description of Incident:**  
 Describe the incident and how the staff and need to be reported to class consequences are listed in the table.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conversation Prompts:**

- Remember that everyone gets to have their say, or interrupted
- Tell me what you think happened (What)
- Help me to understand (What)
- What would you do differently
- How can we fix this

**Language!**

- My Job, Your Job, Our Job
- Own your behaviour
- The Red Beast – Feeding or not feeding the Red Beast/Did you notice your Red Beast

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**R&R Conversations Sheet - Teacher**


 Date: \_\_\_\_\_  
 Class: \_\_\_\_\_

Reflect & Reflect Teacher: \_\_\_\_\_

**Reasons for Relocation**

Instructional Strategies	Student Engagement	Behavioural/Management
Building	Monitoring Learning	Class of Rewards
Structure	Student Feedback	Response Management/Feedback
Teaching/Modeling/Coaching	Wait	Relationship Use of Procedures
Using Materials	Other	

Name	Class	Reasons	Consequences (written down)
Ex. John Smith	100	Structure, Building	Reason, 100 & Letter, 100

**Incident Location: (Circle)**

Area: \_\_\_\_\_

**Summary of Incident:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Classroom Opportunity Card



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1<sup>ST</sup> OPPORTUNITY:**

Reason: \_\_\_\_\_

Strategy: \_\_\_\_\_

Teacher: \_\_\_\_\_

**2<sup>ND</sup> OPPORTUNITY:**

Reason: \_\_\_\_\_

Strategy: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Class Relocation Sheet - Teacher



Date: \_\_\_\_\_

Time: \_\_\_\_\_

Student Name:	_____
Student Homeroom:	_____
Teacher Sending Student:	_____
Teacher Receiving Student:	_____

Was Leadership Intervention Required?  Prin/AP  Hub Leader

Reason for Relocation/Incident Type: (Circle)

Inappropriate Language	Theft	Defiance/Non-Compliance
Bullying	Distracting Learning	Inappropriate use of Technology
Physical Aggression	Leaving Hub/Running off	Property Damage/Vandalism
Other: _____		

Comments: \_\_\_\_\_

Consequence to be given: Time off Yard

**THIS MUST BE FILLED IN: WORK/TIME MUST BE MADE UP**

Time & Work to be made up: Check (circle) for the equivalent to what was missed due to the absence(s)

5 mins	Work: _____
10 mins	Work: _____
15 mins	Work: _____
20 mins	Work: _____

Date entered onto uEducate/Us \_\_\_\_\_

Date: \_\_\_\_\_

Morwell Central Primary School

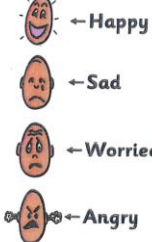
19



Name: \_\_\_\_\_

Date: \_\_\_\_\_

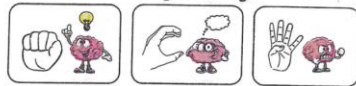
How are you feeling?



What zone are you in?



What part of your brain are you using?



Do you need a strategy?

yes  no



## REFLECT

What was the problem?

\_\_\_\_\_

\_\_\_\_\_

How could the problem be solved?

\_\_\_\_\_

\_\_\_\_\_

What could you do differently next time?/ What strategies could you have used?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## RETHINK

Draw or write what you think happened:



Who has been hurt or affected?

\_\_\_\_\_

\_\_\_\_\_

What would be the best option?

1  2  3

What do you need to do now?

← Apologise

← Make up work

← Consequence

What zone are you in now?

