BULLYING PREVENTION POLICY

PURPOSE

Lucknow 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 Lucknow Primary School 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 Lucknow Primary School.

When responding to bullying behaviour, Lucknow Primary School 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.

Lucknow 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 applies to all school activities, including camps and excursions.

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

POLICY

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.

BULLYING PREVENTION

Lucknow 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 acceptance, kindness and respect.

Bullying prevention at Lucknow Primary School 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 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.
- 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 teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- 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 encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

The following are examples of the interventions implemented at Lucknow Primary School as part of Primary Intervention Strategies:

Primary Prevention – Universal Strategies

Foci:
- **Positive Proactive Practice (PPP)**
- **Building belonging and promoting wellbeing**
- **Strengthening coping skills and reducing risk**
- **Encouraging supportive relationships, inclusive teaching and learning practice and implementing curriculum to engage all students.**
- **Identifying ways to assess risk and identify needs, develop programs to improve skills and provide school based support and counsel**

- Relationships focus each year.
- Community Circles
- Circle Time
- Positive Behaviours Beliefs Statement
- "Bounce Back" Resilience Program
- You Can Do It Program. (Habits of the Mind)
- Recognition of good and positive behaviours.
- Designated Student Wellbeing Professional Learning Team
- Class meetings.
- Celebration of special awareness days: for example Red Nose Day, Daffodil Day
- Camping Program 3-6
- Junior, Middle and Senior School excursions
- School Performances
- Extra PE activities; cross-country, Fun Run, Swimming, Fitness Fanatics
- Student issues discussed at each staff meeting and briefing
- Regular updates in school newsletter relating to welfare areas and for support groups
- Junior School Council gr2-6
- Student Leadership positions
- Rotary Community Awards
- Scholarships
- Energy Breakthrough Teams and Tournament of the Minds Teams
- Regular informal & formal reporting to parents
- Transition Programs for all students from existing to new class
- Evacuation Drills/Crisis Management Policy
- Absenteeism followed up on a regular basis
- First Aid and CPR training for staff
- Asthma Friendly School
- Sun Smart School
- School Counsellor for students, teachers & parents
- Support Services Provision
- Teaching safe use of medication e.g epipen, insulin
- Surveys to inform future practice e.g Bullying/Student Opinion/parent Opinion
- Peer Support Program
- Parent Professional Development opportunities
- Buddy Program
- "Team" approach to conflict resolution
- Personal Development on sexuality and healthy living
- Units of work P-6 reflecting healthy and safe living over a 2 year cycle
- Guest speakers on real life experiences developing persistence and resilience
- Continually update health & wellbeing resources in school
- Share best practise within school teams and through the East Gippsland Network
- Teacher Professional Development on drug education, special health requirements of students and disabilities
- Regular and consistent communication between students, teachers and carers
- Open door policy at Lucknow PS
- Encourage parent involvement in child's education

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• Attendance records monitored and followed up.	• Network information for parents and students with additional learning needs.

The following are examples of intervention implemented at Lucknow Primary School as part of the Secondary tier of Intervention Strategies:

Secondary Intervention – Specialised Group Strategies

Foci
- **Developing systems for students demonstrating at risk behaviour**
- **Positive Proactive Practices (PPP)**

• Structured lunchtime activities: for example, Chill Out room, Knitting Club, Drawing club • Special Friends Program • Small group structures to individual learning needs, for example Gifted Student Program, Koori Literacy Program, Koori Numeracy Program, Literacy Support Program. • Reading Recovery Program • Staff professional development on student, teacher and wider community issues • Welfare Coordination by the Assistant Principal • Access to support services for students, staff and parents • Behaviour data monitored throughout school to identify students who require more specialised behavioural support	• Collaboration with community agencies: for example, Uniting Care Gippsland, Smith Family, State Schools Relief, Gippsland Child and Youth Mental Health Service (GCYMHS), Department of Human Services, Lakes Community Health, Koori Liaison Officer • Counsellor available for students, parents, and school staff • Induction Program for new staff • Cliffy's Shed hands on learning program • Experts accessed by staff and parents to assist teacher understanding and knowledge

The following are examples of the interventions implemented at Lucknow Primary School as part of the Tertiary tier of intervention strategies.

LUCKNOW PRIMARY SCHOOL

Tertiary Intervention – Individual Strategies

Foci
- **Individualised strategies for students demonstrating at risk behaviour**
- **Positive Proactive Practices (PPP)**
- **Decisions based on data and documented**

- Student Support Group (PSG) meetings held regularly - Individual Learning Plans for students with additional learning needs - Transitions Statements for student with additional learning needs - Snapshot documents for students with additional learning needs	- Individual curriculum programs for targeted educational outcomes, for example, a cooking program - Dual enrolments for students between Lucknow PS and East Gippsland Specialist School - Access to support services for staff, students and parents - Mandatory reporting when incidents arise in accordance with mandatory reporting laws

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

INCIDENT RESPONSE
Reporting concerns to Lucknow 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. However, students are welcome to discuss their concerns with any trusted member of staff including any teacher, Leadership Staff, Principal Staff, Support Staff or School Counsellor.
Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Lucknow Primary School should contact the classroom teacher or a member of the Principal Class at Lucknow Primary School on 51524662.

Investigations
When notified of alleged bullying behaviour, school staff are required to:
1. record the details of the allegations in Lucknow Primary School's data tracking register; and
2. inform the Team Leader and/or Principals.

The Team Leader is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Team Leader 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.

All communications with the Team Leader 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 the Team Leader 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 Principal/Counsellor.

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, Lucknow 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 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 Team Leader may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to Student Counsellor
- Offer counselling support to the perpetrator student or students, including referral to the Student Counsellor or outside services
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Counsellor or outside 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 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 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.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare an Individual Management Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including a mentor, social or resilience programs
- 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 Social Groups addressing targeted needs.

The Team Leader is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Lucknow Primary School 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 Lucknow Primary School are timely and appropriate in the circumstances.

EVALUATION

This will be reviewed on an annual 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
- regular student surveys
- regular 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 students, staff, parents and the School Council.

REVIEW

This policy was last updated Term 2, 2018 and is scheduled for review in 2019.