

A Respectful and Responsible Learning Community
Bullying Prevention Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Great Ryrie PS on 9870 6098.

PURPOSE

Great Ryrie 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 shared understanding amongst all members of the Great Ryrie Primary School community
- make clear that no form of bullying at Great Ryrie Primary School will be tolerated
- outline the strategies and programs in place at Great Ryrie 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 Great Ryrie Primary School.

When responding to bullying behaviour, Great Ryrie Primary School 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.

Great Ryrie 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 Great Ryrie Primary School aims to prevent, address and respond to student bullying behaviour. Great Ryrie 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 Wellbeing and Engagement Policy* and *Inclusion and Diversity policy*.

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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.

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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 \(education.vic.gov.au\)](http://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 the Student Wellbeing and Engagement Policy.

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

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.

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BULLYING PREVENTION

Great Ryrie 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 Great Ryrie 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.
- Students are encouraged to self-refer to the Student Wellbeing Coordinator, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.
- We have embedded School Wide Positive Behaviour Support framework (SWPBS) across the school, which is a systems approach for establishing the social, culture and individualised supports needed for all students to achieve both social and academic success. Through a multi-tiered framework, it aims to set up a framework to TEACH and ACKNOWLEDGE expected behaviour for all students and prevent problem behaviour. Students are explicitly taught the expected behaviours that relate to the school values.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour, by acknowledging appropriate behaviours and use of school values, as outlined in SWPBS.
- The URStrong program is explicitly taught and promoted from Foundation to Year 6, which focusses on positive friendships and conflict resolution techniques.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes respectful relationships and how to foster these. These lessons are built into the Personal and Social Learning Scope and Sequence and are delivered using the Resilience, Rights and Respectful Relationships curriculum documents from Foundation to Year 6. 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.
- The Bullying Prevention Policy will be widely promoted to students, staff, parents/carers and the local community.
- The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.
- Cyber Bullying and e-smart lessons make up part of the Digital Technologies Curriculum, and incursions and parent information nights are organised for parents, staff and students.

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

INCIDENT RESPONSE

Reporting concerns to Great Ryrie Primary School

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 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 Great Ryrie Primary School are timely and appropriate in the circumstances.

We encourage students to speak to their class teacher first. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, integration aides, office staff, or school counsellors.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Great Ryrie Primary School should contact the class teacher or the principal or assistant principal. This may be done via email using the Compass Portal or by calling the school on 9870 6098.

Investigations

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

1. record the details of the allegations in student file, and;
2. inform the relevant staff involved, i.e. the relevant Year Level Coordinator, Student Wellbeing Team, Assistant Principal, Principal.

Teachers, Principal or Assistant Principal, are responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, they 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 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.

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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 staff member investigating 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 either the Student Wellbeing Team, teachers, SSS, Chaplain, Assistant Principal, Principal, or Department of Education and Training specialist staff.

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, Great Ryrie Primary School will consider:

- the age and 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, including any element of provocation
- the reasonable adjustments in regards to students with disabilities.

The Principal or Assistant Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to the Student Wellbeing Team, School Support Services (SSS), or Chaplain.
- Offer counselling support to the students engaging in bullying behaviour, including referral to Student Wellbeing Team, SSS, or Chaplain.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to Student Wellbeing Team, Chaplain or SSS.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice meeting 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.

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- Prepare a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour if needed.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting affected students with an older Student Mentor, resilience programs, external services.
- 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.
- Implement disciplinary consequences for the students engaging in bullying behaviour, 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.

Great Ryrie 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.

All staff are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies which can be found on the Great Ryrie Primary School website: <https://www.greatryrieps.vic.edu.au/page/222/Plans,-Reports-&-Policies>

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints 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](#)

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- [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 will be collected through:

- discussion and consultation with students and parent/carers
- behaviour incident data recorded via Compass
- Student Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with student representative groups, parents groups, school council.

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2025
Consultation	School Council
Approved by	Principal
Next scheduled review date	2027