



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

Anti-Bullying (Students)

1. Purpose of this policy

- 1.1 The Learning Co-operative rejects all forms of bullying. It is not acceptable for any student to experience bullying, harassment, discrimination, and violence within the learning and social environment of the school.
- 1.2 In rejecting bullying, harassment, discrimination and violence, the school is committed to the development and the reinforcement of a culture of positive behaviour, respect, and tolerance.
- 1.3 The anti-bullying a policy set out the principles and framework governing the school's behaviours and activities that support all members of the school community in enacting a zero-tolerance of bullying. The policy, together with the policy implementation documents listed in section 17, should be read, and understood by all those connected to the school.

2. Principles

- 2.1 The school rejects all forms of bullying. It takes a zero-tolerance stance in response to bullying wherever and whenever it occurs within the school community.
- 2.2 The school believes that, to reduce and eliminate bullying behaviour, it is essential to create a culture of positive behaviour, respect and tolerance.
- 2.3 Underpinning the school's zero tolerance stance in response to bullying is a belief that all students, no matter what their background, race, ethnicity, gender, physical and intellectual attributes, are to be valued and respected.
- 2.4 The school is committed to the importance of students both being and feeling safe within the school.
- 2.5 The school, in discharging its duty of care, understands that it has a responsibility to enable students to flourish in relation to their emotional, mental, and physical health.

3. Aims of the policy

- 3.1 To set out the school's clear expectations in relation to positive student behaviour and in so doing to define what constitutes unacceptable bullying behaviour.
- 3.2 To support the school and its employees, parents, and students themselves in creating a climate characterised by respectful and positive relationships.
- 3.3 To comply with the requirements of the *Education and Training Reform Act 2006* (Vic.), to implement anti-bullying (including cyberbullying) and harassment strategies and procedures as part of the school's responsibility to provide an environment which is safe, where the risks of harm are minimised and where students feel emotionally and physically secure.
- 3.4 To outline procedures for recognising, responding and reporting on bullying behaviour.

4. Legal and regulatory basis for compliance

- 4.1 Duty of Care
- 4.2 *Education and Training Reform Act 2006* (Vic)
- 4.3 *Education and Training Reform Regulations 2017* (Vic)
- 4.4 Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- 4.5 Victorian Government Department of Education and Training's (Vic DET) guidance for government schools, equally applicable to non-government schools, on bullying, cyberbullying and the role of the school.¹
- 4.6 *Disability Discrimination Act 1992* (Cth)²
- 4.7 *Racial Discrimination Act 1975* (Cth)³
- 4.8 *Sex Discrimination Act 1984* (Cth)⁴

¹ <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprole.aspx> (Accessed 18 July 2019)

² <https://www.legislation.gov.au/Details/C2016C00763> (Accessed 18 July 2019)

³ <https://www.legislation.gov.au/Details/C2014C00014> (Accessed 18 July 2019)

⁴ <https://www.legislation.gov.au/Details/C2014C00002> (Accessed 18 July 2019)



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

4.9 *Equal Opportunity Act 2010 (Vic)*⁵

4.10 *Racial and Religious Tolerance Act 2001 (Vic)*⁶

5. Key definitions

5.1 Schools have a **duty of care** to ensure the safety and wellbeing of students. In discharging this duty, principals, teachers and other school staff are 'held to a high standard of care in relation to students. The duty requires principals and teachers to take all reasonable steps'⁷ to reduce the risk of harm to students, including the implementation of strategies to prevent bullying. The duty is non-delegable, meaning that it cannot be assigned to another party.

5.2 Bullying behaviour takes different forms and is almost always deliberate, repeated and indicative of an imbalance of power. Bullying behaviour seeks to harm, humiliate, dominate, intimidate, embarrass, ostracise, or isolate. Some specific types of bullying behaviour include:

- Verbal or written abuse
- Violence or threats of violence
- Sexual harassment and homophobia
- Discrimination, including racial discrimination.

5.3 **Cyberbullying** is bullying using digital technologies, including mobile phones, email and social media tools, and is discussed in greater depth in the eSafety policy.

5.4 Students involved in bullying do so by playing a number of different roles:

- Engaging directly in bullying behaviour or assisting and actively joining in
- Encouraging the bullying behaviour by giving, for example, silent approval, by smiling, by laughing or by making comments
- Standing by silently and passively, doing nothing when knowing or seeing bullying behaviour.

⁵[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/7CAF878A7EE91429CA25771200123812/\\$FILE/10-016a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/f932b66241ecf1b7ca256e92000e23be/7CAF878A7EE91429CA25771200123812/$FILE/10-016a.pdf) (Accessed 18 July 2019)

⁶[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/CBE6EADBA4439759CA256E5B00213F28/\\$FILE/01-047a.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/PubStatbook.nsf/edfb620cf7503d1aca256da4001b08af/CBE6EADBA4439759CA256E5B00213F28/$FILE/01-047a.pdf) (Accessed 18 July 2019)

⁷ Victorian Department of Education and Training, *Duty of Care* (31 January 2019) Victorian Department of Education and Training <https://www.education.vic.gov.au/school/principals/spag/safety/pages/dutyofcare.aspx> (Accessed 19 July 2019).

5.5 School staff, parents and other students should know how to recognise the warning signs that may result in changed behaviour at school or at home. Examples of changed behaviour are listed in the advice for parents given in the Bully Stoppers program and include:

- Crying at night and having nightmares.
- Refusing to talk when asked “What’s wrong?”;
- Having unexplained bruises, cuts or scratches; • An unwillingness or refusal to go to school;
- Feeling ill in the mornings;
- A decline in quality of school work;
- Becoming withdrawn and lacking confidence;
- Beginning to bully siblings; and
- Acting unreasonably.

5.6 There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- Mutual Conflict Situations which arise where there is disagreement between students. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation; or
- One Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting, or swearing do not normally constitute bullying.
- Words or actions of students who, due to developmental stage or diagnosed condition, mismanage a social interaction with a peer or peers. (Such acts require diligent monitoring and follow up for all parties by school staff, families and sometimes, other appropriate professionals)
- Changes of friendship group, where students alter the amount of time they wish to spend with other students.

NOTE: If an incident has occurred which is of concern, but does not constitute bullying, it should still be brought to the attention of the school for follow up.

6. Students with additional needs and requirements

6.1 We will address equal opportunity and anti-discrimination practices as part of the school’s duty of care to provide respectful, safe, and inclusive school environment which is, free of discrimination, harassment, bullying, vilification, victimisation and otherwise unlawful and unacceptable behaviours. Equal



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

- 6.2 opportunity and anti-discrimination are covered in a range of commonwealth and state laws.
- 6.3 We will offer training and supervision to our school community to proactively identify and consider the needs of vulnerable students who may be more at risk of either engaging in bullying behaviour or being the victim of bullying behaviours. At risk students may include those with special educational needs and/or with a disability, racial and minority groups and those who are potentially the subject of homophobic bullying.

7. Communication

- 7.1 Being a Learning Co-operative, our school has a strong working partnership with parents, students, staff, and the wider community. Our community takes a strong stance on working together to promote bullying prevention strategies and address issues in a timely and age-appropriate way. We aim to minimise and manage unacceptable behaviour and bullying and increase the capacity of the whole-school community to foster respectful relationships and provide safe environments.
- 7.2 Our school communicates to all members of the community to have a clear and shared understanding of acceptable behaviour, unacceptable behaviour and how to recognise the signs of when bullying, including cyber bullying, might be taking place.
- 7.3 Parents/carers are encouraged to notify the school immediately through a staff member (such as co-ordinator, teacher, Child Safety Officer or Wellbeing Officer), if they suspect their child is a victim of bullying.

8. Roles and responsibilities

- 8.1 The governing board and general members are responsible for reviewing the anti-bullying policy and its implementation.
- 8.2 The principal is responsible for ensuring the school has anti-bullying policies and procedures in compliance with the VRQA minimum standards.
- 8.3 The principal is responsible for:
 - developing strategies that ensure the culture of the school is one in which positive behaviour and respectful relationships are given high priority

- developing and implementing strategies and procedures that, as far as possible, reduces bullying to zero.
 - The principal is responsible for ensuring clear procedures are in place for the reporting and monitoring of bullying incidents and behaviour.
 - The principal is responsible for ensuring staff have access to regular training in the development of positive behaviour and in strategies for reducing bullying, particularly cyberbullying. The principal may also wish to provide regular training and support for parents in respect of bullying, particularly cyberbullying.
- 8.4 The Wellbeing Coordinator is responsible for overseeing the development and implementation of anti-bullying strategies, monitoring their effectiveness, and suggesting changes based on the current cohort of students and their needs.
- 8.5 All staff in the school are responsible for working together in collaboration with students and parents to ensure issues of behaviour and relationships are always given high priority.

9. Implementation

- 9.1 Bullying will be managed through a ‘whole of school community’ approach involving students, staff, and parents/carers. Bullying prevention strategies will be implemented within the school on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students, and parents/carers to recognise bullying and respond appropriately. Bullying response strategies will be tailored to the circumstances of each incident as per the levels outlined in section 10 below. Staff will establish positive role models emphasising our no-bullying culture; and bullying prevention and intervention strategies be reviewed regularly against best practice.
- 9.2 The Learning Co-operative adopts the following anti-bullying strategies: curriculum design and implementation provide opportunities to empower students and respond to their needs in an age- appropriate way. We support and encourage the children to develop their coping, assertiveness, problem solving and social skills. We support children to raise complaints and concerns and allow them to contribute to finding appropriate solutions.
- 9.3 Students have opportunities to grow in their social learning to develop positive behaviour, respectful relationships, and high levels of student engagement. The students plan, offer and lead activities for shared learning experiences. The curriculum allows for cross age learning activities, which supports the students to build strong and healthy relationships. We offer a range of activities and access to



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

external programs, such as horse therapy which helps build students' resilience. Being a small school, we help children recognise each other's strengths. We encourage our students to accept each other, and respect that everyone has their own way of being.

- 9.4 We have a morning meeting run by the children which empowers them to use positive communication skills while discussing matters in a supported forum. Allowing students to better understand and accept each other. The Wellbeing Coordinator supports the teaching staff, students, and the parent group to promote positive behaviour and build opportunities for respectful and positive relationships with the input of students. Ongoing opportunities for professional development training and resources, guide the development and implementation of anti-bullying strategies.
- 9.5 The Learning Co-operative's Parent group meet with the teaching staff on a fortnightly basis. We allocate time to discuss any concerning behaviour that the children have raised or any bullying behaviour that has been observed by adults supervising the children.
- 9.6 Collectively, the Wellbeing Coordinator and teachers all contribute to informing the community of child appropriate anti-bullying strategies, consistent with expected behaviour and Student Code of Conduct. The teachers and parents support the children to have open dialogue and provide opportunities for the students to work out issues before they reach a critical point. The Wellbeing Coordinator can assist the teachers to develop individualise behavioural management plans, to support children as required. These plans are communicated and discussed with individual students and their parents so that everyone can contribute in a fair and appropriate way.
- 9.7 We will arrange counselling, mediation, and behaviour modification adjustments to support our students when deemed necessary.
- 9.8 The Learning Co-operative makes available to parents and students across the whole-school access to support services such as Kids Helpline⁸ and or Headspace⁹.
- 9.9 The school will use the Bully Stoppers data collection tool resource to survey teachers, students, and parents to support their understanding and respond to whole school concerns.
- 9.10 Parents and students can refer to the school's Complaints and Grievances Policy when the school's response to a bullying incident is thought to have been

⁸ <https://kidshelpline.com.au> (Accessed 18 July 2019)

⁹ <https://www.headspace.org.au> (Accessed 18 July 2019)

inadequate or unsatisfactory. An escalation procedure will be used in accordance with the guidance notes within the policy.

10 Interventions in situations of bullying/alleged bullying

Outlined below are four staged levels of action that will be taken to resolve situation of bullying/suspected bullying.

Level 1

A student who feels they are being bullied can take direct personal action by:

Sharing how they are feeling with someone they trusts (preferably an adult), who could help to decide what to do next.

Making it clear, in an assertive manner, that the behaviour is unacceptable and that they do not want it to continue. Using 'stop' and 'red light'.

Removing themselves from the situation to avoid further confrontation

Considering whether they have done something to contribute to the situation

Bystanders

are people who observe unacceptable behaviour. A bystander can make a difference doing any or all the following:

- Intervening when unacceptable behaviour occurs.
- Saying that the behaviour is unacceptable.
- Reporting the incident to a member of staff or trusted adult; and
- Offering support and friendship and encouraging the student to seek further help from a trusted adult.

Level 2

If the above steps have been taken and/or the behaviour is repeated, continuing, or becoming increasingly concerning:

- Tell a trusted adult. The appropriate person to tell is a trusted adult such as a parent, teacher, Co-ordinator, Child Safety Officer, Wellbeing Officer. Note, staff will inform the principal prior to taking any action.



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481

info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

Once an adult is informed, the next stage of the process may include:

- Gathering further information
- The facilitation of discussion with students (separately and/or together) to clarify and resolve the situation;
- Monitoring of subsequent behaviour; and/or
- Informing parents of proposed action.

Level 3

If the behaviour is still a problem a more formal process may apply (this would normally be overseen by the principal). Such a process would usually be based on the principles of the Restorative Justice process, which in turn are based on fairness and mutual respect. 4 questions would usually be asked of and answered by all parties:

- What has occurred?
- What were you thinking/ feeling at the time?
- What relationships have been damaged?
- How can these relationships be mended?

Level 4

If deemed necessary, the Principal may follow procedures outlined in the Behaviour Management Policy for extreme behaviour. Possible consequences may include: removal of privileges; separation of students; suspension or expulsion from School; further counselling or external support.

11. Reporting bullying

Students and their parents/carers are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse. A key part of the Learning Co-operative's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well providing assurance to students who experience bullying (and parents/carers) that:

- Bullying is not tolerated within the school;
- Their concerns will be taken seriously; and
- The school has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the school verbally through any of the following avenues:

- Informing a teacher
- Informing the Child Safety or Child Wellbeing Officer
- Informing the Principal.

Other parents or students should not be approached directly.

Written complaints can be made through our child friendly and or adult Complaints and Grievances form. The children can also use the student suggestion box to lodge a safety concern in writing or lodge their concern in a pictorial form.

12. Responding to bullying

Bullying behaviours vary enormously in their extent and intent and, therefore, each incident needs to be dealt with on its facts. In all circumstances the school:

- Takes bullying incidents seriously;
- Seeks to ascertain whether the situation is, in fact, bullying
- Takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders;
- Takes time to understand any concerns of individuals involved;
- Maintains records of reported bullying incidents; and
- Will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- Notification of/consultation with parents/carers;
- Clarification as to whether a situation constitutes bullying
- Offering counselling to persistent bullies/victims;
- Implementing effective follow up strategies; and
- Disciplinary action at the Principal's discretion including the possibility suspension and expulsion of persistent bullies, or in cases of severe incidents as outlined in the Behaviour Management Policy.

Bullying incidents will be recorded in an incident log (See appendix 7) and retained as per the Records and Management Policy.



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

13 Scope

- a. The application of the policy is relevant to the governing board, principal, to school staff, students, and parents.

14 Links to other policies

- 14.1 Duty of Care
- 14.2 Child Safety and Wellbeing Policy
- 14.3 Student Welfare Policy
- 14.4 Curriculum Policy
- 14.5 Student Code of Conduct
- 14.6 Behaviour Management Policy
- 14.7 Equal Opportunity Policy (Students)
- 14.8 Complaints and Grievances Policy
- 14.9 eSafety Policy (Students)
- 14.10 Supervision Policy

15 Communication of the policy

- 15.1 The school will embed the language of positive behaviour, respect and tolerance in all its communications.
- 15.2 The school will make regular public statements to demonstrate its commitment to a zero-tolerance culture with respect to all forms of bullying.

16 Policy implementation documents

The documents setting out the strategies and actions required to implement this policy are:

- 16.1 appendix that clearly defines what is and what is not bullying
- 16.2 appendix strategies to address issues of bullying at whole-school level, in the classroom, outside the classroom, online and at individual student level
- 16.3 procedures to provide a consistent framework for responding to and intervening in instances of bullying.

17 Policy review

The governing board will review the Anti-Bullying Policy biennially.

The governing board will require the principal to report on the implementation of the Anti Bullying Policy as part of the board's review of the policy.

Evaluation

This policy was ratified by the board on: **11/10/2021**

This policy will be reviewed every three years as part of the ongoing overall policy review process.

Chairperson's signature



.....
(MYRA THEISZ)

Version and revision control record

Version 1: Previously ratified on 16/2/2016. Please find in archive (cloud storage)

Date	version	Approver	Next review
15/10/2021	V2	Name: MYRA THEISZ Position: Chairperson Signature: 	September 2023



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

18 Reference

<https://kidshelpline.com.au/parents/issues/building-respectful-relationships>

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

<https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2>

19 Appendix list

Appendix 1 Interim map of key student wellbeing interventions and supports

Appendix 2 Definitions of bullying, harassment, discrimination and violence

Appendix 3 Bully stoppers Cyberbullying

Appendix 4 Bullying is Never Okay

Appendix 5 Some facts about bullying and violence

Appendix 6 Changing Bullying Behaviour

Appendix 7 6 Interventions for Bullying

Appendix 1

Interim map of key student wellbeing interventions and supports

Some of the resources may not be available to Independent Schools, but most will be available.

This resource has been developed by Wellbeing, Health and Engagement Division to map key wellbeing interventions and supports for students in Victorian government schools.

Interventions and supports have been categorised in universal, targeted and individual tiers. Some interventions and supports may operate across more tiers than this map indicates, or differ according to local circumstances (e.g. in a special school, individual plans may be developed for all students as a universal intervention). Further interventions and supports may be available in your region or area that are not listed below. This resource is an interim document and is current as at October 2018.

Universal

Universal interventions help schools to create a positive, inclusive and supportive school climate, building the preconditions for optimal student learning, development and wellbeing.

School wide positive behaviour support

A whole-school evidence-based approach to promote improved behaviour that uses school level data to inform actions across all three tiers (training and coaching support available).

Respectful Relationships

Resources for schools to implement a whole school approach and teaching and learning materials to deliver respectful relationships education (funding and support available).

Building resilience framework

Resources on developing personal and social capabilities, including self-awareness, self-management and social awareness.

Bullystoppers

Resources, including advice, factsheets and interactive learning modules for teachers, parents/carers and students on preventing and addressing bullying and cyber safety.

Conflict resolution

Detailed guidance encourages principals to consider and use available conflict resolution options. Advice is also available on how to create respectful school communities and manage challenging parent behaviour.

Protect

Resources to support schools to comply with the Child Safe Standards, as well as identify and respond to signs of abuse.

Support is available for victims of family violence, child abuse, exploitation and sexual assault, and for students demonstrating harmful sexual behaviours.



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au



Appendix 2

Definitions of bullying, harassment, discrimination and violence

Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social environments. All school communities should have clear definitions outlined in their school policies and procedures for bullying, harassment, discrimination and violence.

Bullying

The national definition of bullying for Australian schools says:

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.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Likewise, not all online issues are bullying. (Online bullying is sometimes referred to as cyberbullying and refers to bullying that is carried out through information and communication technologies.)

Harassment

Harassment is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

- ability or disability.

Violence

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. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

These definitions outline key characteristics and have been taken from Student Wellbeing Hub <https://studentwellbeinghub.edu.au/resources-and-help/Glossary?origin-host=www.safeschoolshub.edu.au#/>

Appendix 3



Cyberbullying

Cyberbullying can be pervasive and incessant.
Parents should be aware of what they can do to help.



What is 'cyberbullying'?

Cyberbullying is when someone is repeatedly mean, nasty, horrible, harassing and/or threatening towards another person using any form of digital technology, including social media, mobile phones or online games.

Like any bullying, cyberbullying often occurs between people that know each other—students at the same school, members of a sporting club, people from the same social circle, 'friends of a friend'. If someone is being cyberbullied, they are also likely to be bullied in person.

Cyberbullying is pervasive and incessant. It differs from face-to-face bullying in that the bully can 'follow' their victim home and into their house. This means that it can continue 24/7. Cyberbullies may take advantage of the perception of anonymity (e.g. using an account in a fake name, or a blocked number) but in many cases it is clear who is behind the bullying.

Cyberbullying can be particularly harmful as it is often very public. Usually, many people can see what is written or posted. Once something is published online, it is difficult if not impossible to remove all traces of it. This means the bullying can be ongoing.

Forms of cyberbullying

- sending nasty texts, posts, instant messages, pictures and/or emails. It can also be a humiliating video.
- repeated prank phone calls.
- setting up a fake account in someone else's name and using that to bully and harass.
- using a person's password to access their account and then pretending to be them
- forwarding others' private emails, messages, pictures or videos without permission.
- posting mean or nasty comments online.
- sending and/or forwarding sexually explicit images (see the Sexting advice sheet for more information).
- intentionally excluding others from an online group or chat.



Appendix 4



Tips for primary school students who experience bullying

Bullying is when a person, or a group of people, tries to upset or hurt you. Bullying can make you feel very sad, scared or upset. Bullying can happen anywhere – in person or online. When it happens online it is often called cyberbullying.

Bullying in person or online might look or feel like someone is:

- repeatedly saying mean words to your face, teasing you, hurting your body or damaging your things
- hurting your feelings through mean online posts, comments or messages
- spreading lies about you
- leaving you out or ignoring you
- sharing something online that will make you feel bad, like a photo or video that you don't want anyone to see
- threatening to do any of the things on this list.

No one deserves to be bullied or hurt. You can choose to:

- treat others how you would like to be treated – with kindness and respect
- include others in games and chats
- only share something about others if they say it's okay.



Developed in partnership
www.esafety.gov.au | www.bullyingnoway.gov.au



Some facts about bullying and violence

Bullying

- Approximately one in four Year 4 to Year 9 Australian students (27%) report being bullied every few weeks or more often (considered to be frequent) during the last term at school.
- Frequent school bullying was highest among Year 5 (32%) and Year 8 (29%) students.
- 83% of students who bully others online, also bully others offline.
- 84% of students who were bullied online were also bullied offline.
- Peers are present as onlookers in 85% of bullying interactions, and play a central role in the bullying process.
- Hurtful teasing was the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.
- Cyberbullying appears to be related to age (or access to technology), with older students more likely to engage in cyberbullying than younger students.

(Source: Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L. 2009. *Australian Covert Bullying Prevalence Study (ACBPS)*. Child Health Promotion Research Centre, Edith Cowan University, Perth).

Violence

- The overwhelming majority of children and young people are not involved in violence either as victims or perpetrators.

(Source: Commissioner for Children and Young People, Western Australia (2009). *Submission to the National Inquiry into the Impact of violence on Young Australians* Submission No 33).

- While often perceived primarily as perpetrators of violence, young people are in fact at greatest risk of being victims.
- Young people themselves are concerned about their own personal safety, with about one quarter of young people aged 18–24 years feeling unsafe or very unsafe when walking alone in their local area after dark, and around 1 in 10 feeling unsafe in their homes at night.

(Source: Parliament of the Commonwealth of Australia 2010, *Avoid the Harm - Stay Calm Report on the inquiry into the impact of violence on young Australians*).



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

Appendix 6

Changing Bullying Behaviours

When a young person engages in bullying behaviour, we can help them to learn more positive ways of relating to people.

Helping them change Most people who bully are not ‘bad people’—but they do need to learn how to relate positively to others.

Bullying others and being allowed to continue is associated with risks at school, in close personal relationships and at work. It also increases the likelihood of criminal convictions.

When young people bully, we need to take it [SEP] seriously and to have parents and teachers work together to help them change their behaviour. It is not about blaming anyone—it is about helping the young person to develop more positive behaviours.

The behaviour change process

The process that we find effective is:

- Meet with your child’s teacher to discuss the issue.
- Select one negative behaviour to replace and one alternative positive behaviour to encourage and reward. It is best to start with a behaviour that feels easier to change first.
- Rate the behaviour out of ten—ten if it occurs all the time, zero if it never occurs.
- Devise a strategy for rewarding the positive behaviour, and a strategy for being more proactively vigilant about the negative behaviour.
- Agree to stay in contact with the school as issues arise.
- Realise the behaviour may temporarily [SEP] worsen before it improves. Remain kind, calm and resolute.
- Agree to formally meet in about 5 to 6 weeks to review progress.
- If progress has been achieved, celebrate and select the next behaviour to alter if necessary.
- If the problem behaviour has not shifted, you may need to re-think strategies or get [SEP] professional support.

Once one behaviour has changed, other seemingly harder to shift behaviours also change.

[SEP]The reason for this is that much of our behaviour is patterned into habits. Changing one

element of a habit can start to change entire sequences of behaviour. Therefore, you may need to repeat this process several times.

Appendix 7:

Overview of the six methods

The six methods of intervention are based upon an analysis of the major alternative and supplementary strategies being used to address cases of bullying encountered in schools.

- Each has its own rationale and appropriate areas of application, depending on the nature of the case. This could vary widely, for instance in terms of severity, group involvement and whether there has been any provocation.
- Each has its unique strengths and limitations regarding its use in specific cases.
- Training in the application of each of the methods is needed, some more than others.
- It is important to recognise that the methods are NOT alternatives to taking considered proactive steps to prevent bullying from occurring, such as good classroom management, class discussions of bullying, social skills training, promoting positive bystander behaviour, developing peer support. Such steps can reduce the number of cases that occur.
- Each method assumes a whole school approach and a well informed understanding of the reasons why each may be used in particular circumstances.

Six Methods of Intervention Vodcast Series

Join Professor Ken Rigby, former school teacher, psychologist, parent and academic, as he draws upon his longstanding experience in providing practical advice to all those who are concerned about the safety and wellbeing of children in schools.

In this series of four workshops Ken presents the [six methods of interventions](#) to a small live audience at the Australian Centre for the Moving Image.

Descriptions

The following is a brief description of the methods:

The traditional disciplinary approach

This implies the use of direct sanctions as a punishment administered to students who have bullied someone and also as a general deterrent.

For more information, see [Traditional Approach](#).



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

Strengthening the target

This involves systematically helping the victim to deal more effectively with the person or persons who seek to bully him or her.

For more information, see [Strengthening the Target](#).

Mediation

This is a process in which students in conflict, including bully/victim conflicts, are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion.

For more information, see [Mediation](#).

Support Group Method

This is a process in which students who have offended against another attend a meeting together with the victim, at which the offender is required to reflect upon the harm that has been done, experience remorse and act restoratively towards the person or persons offended.

For more information, see [Support Group Method](#).

Restorative Practice

This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Once identified by the target, the 'bullies' meet with the practitioner and other students who have been selected because they are expected to be supportive of the victim (who is not present). Knowledge of the distress experienced by the victim is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored.

For more information, see [Restorative Practice](#).

The Method of Shared Concern

This is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone. Suspected bullies are first interviewed individually. The practitioner shares a concern for the bullied student and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the suspected bullies meet as a group with the practitioner, plan what they propose to do next, and subsequently meet with the victim to finally resolve the problem.

For more information, see [Method of Shared Concern](#)

APPENDIX 7

Incident Record Form

This form is to be used if a formal complaint or bullying allegation has been made by any member of the Learning Co-Operative, including parents, students and staff.

Date:
Your name:
Position:
How was the complaint received? (e.g. formal complaint form, in person, email)



Lacey's Rd, PO Box 140, Cottles Bridge VIC 3099 Phone: 9718 1481
info@learningcooperative.vic.edu.au www.hurstbridgelearningcoop.vic.edu.au

Details of the incident, including all parties involved:

Immediate risk considerations:

Details of any injuries and if the child or others received medical attention:

Does the complaint indicate the possibility of criminal conduct? Yes/ No/ Unsure

Is a mandatory child protection report required? Yes/ No

Does the complaint involve a reportable allegation/ incident? Yes/ No/ Unsure

Is any immediate risk management action required? Yes/ No

Next steps:

Signed: _____

Date:

Print name: _____