



CAULFIELD PRIMARY SCHOOL

BULLYING PREVENTION POLICY

POLICY NO. 2.2



Help for non-English speakers

If you need help to understand the information in this policy please contact the School Office.

PURPOSE

Caulfield 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 there is shared understanding amongst all members of the Caulfield Primary School community
- make clear that no form of bullying at Caulfield Primary School will be tolerated
- outline the strategies and programs in place at Caulfield 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 understands the importance of reporting bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders, witnesses and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Caulfield Primary School.

When responding to bullying behaviour, Caulfield 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.

Caulfield 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 Caulfield Primary School aims to prevent, address and respond to student bullying behaviour. Caulfield 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 Policy* and *Inclusion and Diversity policy*.

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

POLICY

Definitions

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

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

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](https://www.education.vic.gov.au/bully-stoppers) 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. Incidents that happen at Caulfield Primary School will be dealt with in accordance with the Student Code of Conduct and recorded on the learning management system. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow our Student Wellbeing and Engagement Policy and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Caulfield 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.

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

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

Bullying Prevention

Caulfield 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 at Caulfield Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

Building a Positive and Inclusive School Culture

At Caulfield Primary School we:

- Identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that support the prevention of bullying and promote a positive school climate, including, Community Understanding and Safety Training, Respectful Relationships and Zones of Regulation.
- Participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.

- Celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- Foster a safe environment that is supportive and inclusive of LGBTIQ+ students through strong emphasis on teaching Topics 7 & 8 of Respectful Relationships program.

Teaching Positive Relationships and Social Skills

At Caulfield Primary School we:

- Teach students what constitutes bullying behaviour and how to respond to bullying behaviour through our social and emotional learning curriculum.
- Develop students' skills in resilience, assertive communication, conflict resolution and problem solving.
- Promote upstander behaviour by empowering our students to positively and safely take appropriate action when they see or hear of bullying behaviour.
- Encourage students to look out for each other and to seek support from teachers and older peers if they experience or witness bullying.

Strengthening Student Connections and Belonging

At Caulfield Primary School we:

- Use multi year level events and activities and Foundation/Y5.6 buddy program encourage. to support positive relationships across year levels.
- Support students to build confidence as communicators and develop skills to resolve conflict in a non-aggressive and constructive way.
- Plan a range of year level incursions and programs that raise awareness about bullying; its impacts and strategies for creating respectful relationships.

Supporting Safe and Positive Learning Environment

- Encourage teachers to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- Build strong partnerships between the school, families and the broader community-to ensure all members work together to support student safety and wellbeing.
- Participate in community initiatives such as Are You OK? Day to promote connection, help-seeing and wellbeing.

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

Incident Response

Reporting concerns to Caulfield 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 or another trusted adult as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Caulfield Primary School are timely and appropriate in the circumstances.

We encourage students to speak to the classroom teacher, Year Level Coordinator or the Wellbeing and Inclusion Leader. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, and the Principal and Assistant Principal.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Caulfield Primary School should contact the school principal or assistant principal by phone on 9523 7932 or by email directed to Caulfield.ps@education.vic.gov.au

Investigations

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

1. record the details of the allegations in the student Wellbeing module on Sentral and
2. inform the relevant Year Level Coordinator, Wellbeing and Inclusion Leader, Assistant Principal, Principal.

The classroom teacher, Year Level Coordinator, or Wellbeing and Inclusion Leader is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the classroom teacher or year level coordinator may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parent/carer(s) of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the classroom teacher, year level coordinator, or Wellbeing and Inclusion 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 classroom teacher, Year Level Coordinator, or Wellbeing and Inclusion 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 Wellbeing and Inclusion Leader, teachers, Student Support Service, Assistant Principal, Principal, Department of Education 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, Caulfield Primary School will consider:

- the age, maturity and individual circumstances of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before

- whether the bullying took place in a group or one-to-one context
- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour.

Caulfield Primary School aims to combine immediate safety measures, wellbeing support, skill development, restorative approaches (where appropriate) and proportionate consequences to prevent further harm, support student wellbeing and reduce the likelihood of future bullying.

The classroom teacher, Year Level Coordinator, or Wellbeing and Inclusion Leader may implement all, or some of the following responses to bullying behaviours.

Ensure Immediate Safety

The immediate safety and wellbeing of students is the school's first priority. Responses may include:

- Prepare a Safety Plan restricting contact between target and students engaging in bullying behaviour.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.

Wellbeing and Individual Support

Support is provided to all students affected by bullying, recognising that the target, the student engaging in bullying behaviour and bystanders may all require assistance. Responses may include:

- Offer wellbeing support, including referral to the Wellbeing and Inclusion Leader, SSS, external provider to:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Support plans will be individualised, recognising that students may require different levels and types of support depending on their developmental, social and emotional needs.

Restorative and Relationship-Based Approaches

Where appropriate and safe, restorative approaches may be used to repair harm, promote accountability and rebuild respectful relationships. These approaches are voluntary and are only used where they are considered safe and appropriate for all students involved. They are not suitable where there is an ongoing power imbalance or where participation may compromise a student's safety or wellbeing.

- Facilitate a restorative practice meeting with all or some of the students involved. 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 process using the Support Group Method.
- Implement a Method of Shared Concern process.

Teaching and Skill Development

Bullying prevention includes explicitly teaching the knowledge, skills and behaviours required to build respectful relationships and prevent future incidents. Responses may include:

- Provide discussion and/or mentoring to develop students' social and emotional learning competencies of the students involved, including working with the Wellbeing and Inclusion Leader.
- Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours, for example:
 - CPS Expected Behaviour Chart
 - recognising and reinforcing positive behaviours, such as awarding house points
 - Provide explicit teaching in areas such as emotional regulation, empathy, respectful relationships, problem-solving, conflict resolution and digital citizenship where appropriate.

Behavioural and Disciplinary Responses

Where required, proportionate consequences may be implemented to reinforce behavioural expectations and maintain a safe learning environment. Responses may include:

- Implement proportionate 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 policies.
- Consequences will match the severity and frequency of the behaviour. They will also consider the students' wellbeing. Educational support needs will be taken into account as well.

Caulfield 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. School staff will also provide parents and carers with updates on the management of bullying incidents.

All staff are responsible for entering and maintaining up to date records of the investigation of and responses to bullying behaviour. The Principal and Assistant Principal are responsible for overseeing this process.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Available to staff in the Policies Google Drive
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from the school office upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

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

- [Duty of Care Policy](#)
- [Inclusion and Diversity Policy](#)

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

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support Policy](#)

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

EVALUATION

This policy will be reviewed every 2 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data to inform this review will be collected through:

- discussion and consultation with students and parent/carers
- regular student bullying surveys
- regular staff surveys
- Bully Stoppers Data Collection tool
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with staff, school community and the School Council.

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2026
Consultation	-School Council -School community via the School Newsletter and School Website
Approved by	Principal
Next scheduled review date	July 2028