



## **BULLYING AND HARASSMENT POLICY AND PROCEDURES (Bullying Prevention and Response) & Student Engagement**

### **Rationale**

Burnside Primary School is committed to providing a safe and respectful learning environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear bullying (including cyberbullying and harassment) prevention policy will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

- To provide clear definitions of what is and what is not bullying and harassment
- To reinforce within the school community that no form of bullying or harassment is acceptable.
- To provide clear advice on the roles and responsibilities of the whole school community, including students, parents, caregivers and teachers for preventing and responding to bullying behavior
- To provide clear procedures for everyone to report incidents of bullying to the school
- To ensure that all reported incidents of bullying are followed up and that support is given to any person who has been affected by, engaged in or witnessed bullying behavior
- To seek the support and co-operation of the whole-school community at all times.

Burnside Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

### **Aims**

This policy addresses how Burnside Primary School aims to prevent, address and respond to student bullying behaviour. Burnside 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.

### **Implementation**

A school-wide approach will be taken to deal with bullying (including cyberbullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Bullying (including cyberbullying) and Harassment Prevention Policy, guidelines and procedures (see Appendix A).

## **PROGRAM**

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Bullying and Harassment Prevention Policy of the school will be widely promoted to students, staff, parents/carers and the local community.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive documentation as part of the school's induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyberbullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

Student programs will be organised to raise student awareness about bullying (including cyberbullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes.

Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts

and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. \* Bully Stoppers

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/bullystopmodules.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachinter.aspx>

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

Professional development will be provided for staff relating to bullying (including cyberbullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off-site in-service activities to assist staff in responding appropriately to bullying (including cyberbullying) and harassment issues.

Disciplinary consequences for bullying (including cyberbullying) and harassment will comply with the school's Student Engagement Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Training (DET) guidelines.

## **POLICY DEFINITIONS**

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.

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.

### **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/Student Engagement Policy/Code of Conduct].

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

**Covert bullying** can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert bullying.

**Cyberbullying** is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

**Physical bullying** includes hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.

**Social bullying** is sometimes called relational or emotional bullying, and includes 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.

**Verbal and written bullying** includes name-calling or insulting someone about an attribute, quality or personal characteristic.

**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 [NOTE: please see the template Inclusion and Diversity Policy on the School Policy Templates Portal]. Harassment of any kind will not be tolerated at Burnside Primary School and may have serious consequences for students engaging in this behaviour. Burnside 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.

Burnside Primary School will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected, and students and staff will be enabled and supported in their pursuit of learning and teaching.

## **BULLYING PREVENTION**

Burnside 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 Burnside 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:

- 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 Peer Support Program and the Peer Mediation 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.
- We participate in the National Day of Action against Bullying and Violence.

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

## **INCIDENT RESPONSE**

### **Reporting concerns to Burnside 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.

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 Burnside Primary School are timely and appropriate in the circumstances.

We encourage students to speak to your teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff etc.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Burnside Primary School should contact [insert name, role and details i.e. the Student Wellbeing Coordinator, Linda Smith, by phone on 8888 8888 or by email directed to [linda@school.com](mailto:linda@school.com)).

## **INVESTIGATIONS**

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

1. record the details of the allegations in Sentral and
2. inform an Executive Team member
3. The Executive Team member is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Executive Team member 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 with the all the parties involved 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 Executive Team member 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 i.e. Student Wellbeing Team, teachers, SSS, Assistant Principal, Principal, Department of Education and Training specialist staff etc.].

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, Burnside 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 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.

Executive Team member 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, SSS, external provider].
- Offer counselling support to the students engaging in bullying behaviour, including referral to [the Student Wellbeing Team, SSS, external provider].
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to [the Student Wellbeing Team, SSS, external provider].
- 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. 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, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.

- Prepare a [Safety Plan or Individual Management Plan] restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including [i.e. connect affected students with an older Student Mentor, resilience programs, etc.].
- 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.

Burnside 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.

Executive Team member is 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: [insert details of your related school policies. A sample list is provided as follows]

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity 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](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)
- [insert other website or resources that may be useful for your school community]

## **EVALUATION**



This policy will be reviewed every [2/3] 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
- 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 [student representative groups, parents groups, school council]

### **Links & Appendices (Including processes related to this policy)**

Links which are connected with this policy are:

- DET's [Student Engagement and Inclusion Guidance 2014: Student Engagement Policy](#)
- The school's Acceptable Use Agreement (re cyber-bullying)
- DET's [Bully Stoppers: Make a Stand, Lend a Hand](#)

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyberbullying) and Anti-Harassment Procedures
- Appendix B: Reporting on Incident of Bullying / Harassment – Template
- Appendix C: Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template

## **Appendix A Anti-Bullying (including cyberbullying) and Anti-Harassment Procedures**

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### **What are Bullying, Cyberbullying and Harassment?**

#### **Bullying**

##### *Definition of Bullying*

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

##### *Types of Bullying*

There are three broad categories of bullying:

4. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.

5. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
6. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation and social acceptance
  - cyber-bullying, which involves the use of electronic means to humiliate and distress

### ***What Bullying is Not***

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

#### ***Mutual Conflict***

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

#### ***Social Rejection or Dislike***

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

#### ***Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation***

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

#### ***Cyberbullying***

Consists of psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

#### ***Harassment***

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or which could reasonably be expected to cause offence, humiliation or intimidation.

#### ***Why do we have a Policy on these?***

To provide a safe and friendly college environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* and the *Victorian Equal Opportunity Act*.

### **What are the potential consequences of Bullying and Harassment?**

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

### **Am I bullying or harassing someone?**

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

### **What are some of the feelings targets of bullying or harassment may experience?**

- *"I will ignore it and it will go away."*  
At times, when a person is ignored they often lose interest in continuing the bullying. If this doesn't work or it is getting worse - tell someone and ask for their help.
- *"I don't want to cause trouble."*  
Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.
- *"Am I to blame?"*  
Targets of harassment or bullying sometimes feel that it is their fault. Targets are made to feel guilty by the perpetrator and often blame themselves. It is your right to have a safe environment free from harassment or bullying.
- *"Am I imagining things?"*  
Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

### **Bullying or harassment can often make people feel:**

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

### **What should you do if you see another person being bullied or harassed?**

If you feel safe when you see the bullying happening, you could encourage the target to walk away

and support them to find a teacher to help stop the bullying.

However, if it is your friend who is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

### **Bullying can involve**

- grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

### **Cyberbullying can involve**

- *Flaming* – online fights using electronic messages with angry or vulgar messages
- *Harassment* – repeatedly sending nasty, mean and insulting messages
- *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- *Outing* – sharing someone's secrets or embarrassing information or images online
- *Exclusion* – intentionally and cruelly excluding someone from an online group
- *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

**Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit**

*Subtle (the most common)* they include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another's sexual activity
- persistent comments about a person's private life or family
- physical contact e.g. purposely brushing up against another's body
- offensive name calling

*Explicit (obvious)* they include:

- grabbing, aggressive hitting, pinching and shoving, etc.
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution

### **What do you do if you are being bullied or harassed?**

- tell the person you don't like what they are doing and you want them to stop
- discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

### **How will your complaint be dealt with?**

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

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

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

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

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

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

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

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

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

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"

#### ***Level 3***

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

#### ***Level 4***

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

**Note:** The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Engagement Policy. Furthermore, the principal may commence formal disciplinary action in line with Student Engagement and Inclusion Guidance 2014' (*DET*) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyberbullying) and harassment.

## Appendix B

### Reporting on Incident of Bullying / Harassment – Template

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Staff member recording incident: \_\_\_\_\_

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

Name of student(s) who appears to have instigated bullying

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Year/Class: \_\_\_\_\_

Name(s) of target(s)

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Name(s) of witnesses

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Did you observe the incident?

YES

No

If 'No' who reported the incident to you? \_\_\_\_\_

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

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What form(s) of bullying took place?      Verbal     Physical     Indirect     Cyber

Other     Please detail: \_\_\_\_\_

Was the incident of bullying:              Mild     Severe

Describe how you responded (Did you use a school anti-bullying practice?)

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Describe how student responded to your intervention

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**Where / when / time incident took place:**

Location: \_\_\_\_\_

When:      before school       recess       lunch       in class       after school

Time:      \_\_\_\_\_ : \_\_\_\_\_ am/pm

Date incident took place: \_\_ / \_\_ / \_\_

**Additional comments:**

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## Appendix C

### Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template

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*(This form may be completed by a classroom teacher, year level coordinator, school administrator or Student Welfare/Wellbeing Coordinator)*

Staff member recording incident: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_                      Position: \_\_\_\_\_

Name of student being referred: \_\_\_\_\_

Year/Class: \_\_\_\_\_

History of incident(s) of bullying (dates, description)

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Have parents/guardian been notified?                      YES                       No

If 'No' why not? \_\_\_\_\_

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Have they attended a conference?                      YES                       No

If 'No' why not? \_\_\_\_\_

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Are they willing to participate?                      YES                       No

If 'No' why not? \_\_\_\_\_

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What appears to be the reason for the student's bullying behaviour (family, peer, school, personal, other)?

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What practices have been tried?

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Impact

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What has been the student's attitude towards student(s) who have been targets? (e.g., any concern or remorse expressed)?

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A brief description of academic performance of student over past year or more.

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Distinguishing 'at risk' factors of student (e.g. limited English: economic disadvantage of family; ADHD)

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**Review Cycle and Evaluation**

This policy was last updated on August 2020 and is scheduled for review in [month/year].