Policy No/Name	EFE06 Bullying Prevention Policy
Version	2
Status	Current
Reviewed by	Eton Farm Administration
Responsibility	Administration
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Responsible Bullying Prevention Policy

This policy has been developed in collaboration with our school board and the Principal and staff of Eton Farm Education and with guidance from the AISWA Bullying prevention policy.

Bullying prevention plays a role in ensuring that all schools build a safe, positive and supportive school culture that fosters caring, positive and respectful relationships between all involved in the school community.

Scope

This policy applies to:

- Principal
- Employees
- Students
- School Board
- Parents/Community members
- Visitors to the school

Purpose

The purpose of this Bullying Prevention policy used by Eton Farm Education is to create an effective plan and implement responsive and preventative strategies that reflect the school's beliefs and philosophy.

Eton Farm Education does **not** tolerate bullying and is committed to providing a positive and safe environment for all members of the school community. All staff and students are obligated to report any incidents of bullying or suspected bullying. We educate our staff and students about bullying and the effects of bullying; we closely monitor the behaviour of our staff and students to ensure that bullying is not allowed to occur; and we will take swift and early action to deal with any bullying that does occur.

Eton Farm Education has Incorporated **Cyber bullying** in the school's bullying policy.

The majority of this document focuses on bullying behaviour exhibited by students towards other students.

Claims of adults bullying students are treated as child abuse

'Eton Farm Education explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.'

Please see below for a description of these terms, as defined in the Guide:

Child abuse:

Four forms of child abuse are covered by WA law:

1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.

2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:

a) the child is the subject of bribery, coercion, a threat, exploitation or violence;

b) the child has less power than another person involved in the behaviour; or

c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

3) Emotional abuse includes:

a) psychological abuse; and

b) being exposed to an act of family and domestic violence.

4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:

a) adequate care for the child; or

b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm. *(From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.)*

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. *(From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).*

A Child Safe Environment

Consistent with Standard 12.1

All students receive positive guidance and encouyragement otwards acceptable behaiour and are gien opportunities to interact and develop respectiful and positive relationship with each other and with staff members and volunteers.

([Guide to Registration Standards and Other Requirements for Non-Government Schools July 2022 (the Guide)](#)

Australian Student Wellbeing Framework (ASWF)
https://studentwellbeinghub.edu.au/educators/australian-student-wellbeing-framework#/

The National Safe School Framework (NSSF) was reviewed and replaced by The Australian Student Wellbeing Framework in October 2018. ASWF builds on and extends the guiding principles of the previous framework.

The Australian Student Wellbeing Framework supports Australian schools to promote positive relationships and the wellbeing of students and educators within safe, inclusive and connected learning communities. The ASWF consists of an overarching vision, key elements, guiding principles, and effective practices to support the whole school community to build and maintain safety, positive relationships and wellbeing.

The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The wellbeing of children and young people is enhanced, and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

The Framework outlines how this fundamental role of schools can be achieved. The Framework aligns with the Australian Curriculum and diverse national, state and territory initiatives, policies and legislative frameworks currently in place to support students' safety and wellbeing.

The five elements of the *Australian Student Wellbeing Framework* are:
- **LEADERSHIP:** Visible leadership to inspire positive school communities
- **INCLUSION:** Inclusive and connected school culture
- **STUDENT VOICE:** Authentic student participation
- **PARTNERSHIPS:** Effective family and community partnerships
- **SUPPORT:** Wellbeing and support for positive behaviour

Duty of Care

School authorities, schools and teachers owe a duty of care to their students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

The notion of reasonable care extends to ensure that the school provides a safe environment for all students and includes the development of processes for the effective prevention of bullying. The claim that 'bullying is not a big issue at our school' is unlikely to be an example of reasonable care.

Definition of Bullying

In the *Guide to Registration Standards and Other Requirements for Non-Government Schools (July 2018-pp.61 Levels of Care);*

'The Director General has adopted the national definitions of bullying, harassment and violence available on the Australian Government websites studentwellbeinghub.edu.au and bullyingnoway.gov.au and expects schools to adopt these or similar definitions.

***Bullying* is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.**

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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. However, these conflicts still need to be addressed and resolved.'

Bullying involves: Verbal bullying; Social/relations bullying; physical bullying; cyberbullying and bystanders.

Definitions and Terms https://studentwellbeinghub.edu.au/glossary#/

Student wellbeing- is a student's level of satisfaction about the quality of their life at school. Optimal (or desirable) wellbeing is characterised by positive feelings and attitude, positive relationships with other students and teachers, resilience, and satisfaction with self and learning experiences at school.

Aggression- relates to words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.

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

Recognising the Effects of Bullying

Each individual student who is being bullied or is bullying others will respond and act differently. A student's behaviours and moods can also change for a variety of reasons.

Much bullying behaviour occurs out of sight of adults; however, a staff member is well placed to notice behaviour changes in a student they know, which may indicate the effects of bullying, including **cyber bullying.**

Signs a teacher may notice:

- becomes aggressive and unreasonable
- change in student's demeanour/ engagement/ attendance
- starts getting into fights
- refuses to talk about what is wrong
- student displays change in personality, for example more withdrawn, anxious, sad, angry etc
- unexpected changes in their friendship groups
- excessive sleepiness or lack of focus in the classroom and in other activities
- higher levels of absenteeism
- decline in schoolwork
- suicidal thoughts – these should be reported to leadership and parents/carers immediately.

Sometimes bullying can be less obvious. Signs can include:

- student is often alone or excluded from friendship groups at school
- student is a frequent target for teasing, mimicking or ridicule at school
- change in the student's ability or willingness to speak up in class and appears insecure or frightened.

Signs a parent may report:

- doesn't want to go to school
- changes their method or route to school or are frightened of walking to school
- changes in sleep patterns
- changes in eating patterns
- frequent tears, anger, mood swings
- unexplained bruises, cuts, scratches
- missing or damaged belongings or clothes

- decline in physical health
- arriving home hungry.

Students who are more likely to be bullied are also more likely to:

- feel disconnected from school and not like school
- lack quality friendships at school
- display high levels of emotionality that indicate vulnerability and low levels of resilience
- be less accepted by peers, avoid conflict and be socially withdrawn
- have low self-esteem or negative self-perception
- be relatively non-assertive
- be different in some way.

Bullying. No way

https://bullyingnoway.gov.au/Resources/FactSheets/Documents/bnw-factsheet-4-signs-of-bullying.pdf

While all of the above are signs of possible bullying, they may also be signs that something else is happening with the child. Referral to the appropriate school personnel to determine the cause of the issues is recommended.

The internet can open a world of connectivity and learning for young people, but to help them have enjoyable online experiences, it is critical that you are attuned to any signs of cyberbullying.

Definitions and Terms

Cyberbullying- is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with offline bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites, or implementing social exclusion campaigns in social networking sites. It is also cyberbullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting

another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

Cyber harassment- is a single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific person, carried out through internet or mobile phone technologies.

Acceptable Use of Technology- is a set of rules applied by the owner, creator or administrator of a network, website, or service, that restrict the ways in which the network, website or system may be used and sets guidelines as to how it should be used.

Cyberbullying can occur in many ways, including:

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- nasty online gossip and chat.
- posting on social media

https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying

Whole of School Planning and Policy Development

'A school policy relating to student wellbeing and safety is the foundation for effective practices to counter bullying.

Eton Farm Education has clear procedures, strategies and programs for preventing and responding to bullying.

Procedures

Eton Farm Education will investigate and take firm and appropriate action in the event of bullying. All bullying or suspected bullying must be reported, including from bystanders. Reporting should include any changed behaviour of persons that is suspected to be due to bullying or being bullied.

If a student is being bullied, they, their parents or any bystander who witnessed the bullying should in the first instance report the incident/s to a teacher who will investigate, take appropriate action and notify the parents.

Bullying can also be reported to the Principal, or referred to the Principal if the matter is not resolved or cannot be resolved by the teacher.

All reports of bullying or signs of bullying will be investigated by the School.

Investigating bullying may involve:

- Meeting those concerned individually. Both bully and victim may write down an explanation of the event(s).
- Providing the opportunity for mediation between concerned parties.
- Contacting parents/caregivers at an early stage.

Strategies to deal with bullying may involve:

- Arranging a family conference when persistent instances of bullying occur;
- Using peer groups to actively discourage bullying;
- Separating individuals where practicable (e.g. contact);
- Mediation;
- Counselling;
- Case conference;
- Suspension.

School Commitment

In line with the National Safe Schools Framework, Eton Farm Education:

- Encourages teachers to embody programs against bullying in their classroom curriculum in order to minimise bullying;
- Records incidents of bullying in a consistent way that allows for monitoring of such behaviour;
- Encourages teachers to discuss appropriate standards of behaviour and school rules with all students;
- Will involve the Police and other agencies as necessary.

The school will support students who are being bullied by:

- Improving the self-esteem of victims through counselling and/or social skills programs;
- Developing programs and strategies to assist bullies to work cooperatively with others rather than in a confrontational way that seeks to exert power;
- Taking all incidents of bullying seriously and dealing with them quickly and thoroughly.

Responsibilities

Board

- Writing and updating this policy in consultation with relevant parties.
- Authorise recommendations for expulsion as submitted by the Principal.
- Review procedures.

Principal

- Overseeing the implementation of this policy and ensure current and new members of staff are aware of this policy.
- Whole school and multifaceted approaches
- Involving students and families in bullying prevention and policy
- Teaching bystander strategies
- Being prepared with effective responses

Teachers/Assistant staff

- Be familiar with this policy and provide support to colleagues in applying this policy.
- teaching of school values and positive behaviour

- Fostering a positive school climate
- Integration of social-emotional learning
- Manage bullying in their class and during whole school activities, including breaks, to maintain safety for all students.
- Communicate early and often with parents, Principal and colleagues about concerns with bullying.
- Involve parents in the development of Collaborative Action Plans.
- Attend professional development.
- Discuss and recommend policy and routine changes to assist in more effective no tolerance to bullying guidance.
- Write incident reports.
- Complete Incident/Serious Incident Reports.

Parents/adult members of school community

- Be aware of this policy and familiar with Eton Farm Education Agreements.
- Communicate with teachers, especially about changes in home circumstances regarding their child.
- Proactive discussions at home about bullying
- Learning about effective responses
- A focus on lasting, positive outcomes
- Be proactive and non-violent when aware of undesirable bullying by students.
- Work proactively and cooperatively with the school to fulfil the aims of this policy.
- Report significant incidents directly to a teacher.
- Comply with Bullying Prevention Policy
- Participate in Re-Entry Meetings.
- Respond in a timely fashion to communication from the school.

Students

- Contribute to the formulation of class and school agreements and agree to act in accordance with them.
- Manage a **no tolerance to Bullying** and help others to do so.
- Communicate with teachers and parents.

Positive teacher-student relationships

- Respect for students
- Shared understanding of bullying
- Appreciation for students' perspective about their social interactions
- Consistent, calm and respectful responses
- A focus on lasting, positive solutions

Appendix – Rights and Responsibilities of school community members

Bullying No Way!

The site includes a wide variety of resources for educators and school leaders, parents and carers, community and students (kids and teens), case studies from Australian schools, current research and details on how to report bullying.

Bullying. No Way! has collected a range of high quality teaching and learning resources for teachers in Australian schools in The [Teaching Resource Catalogue](https://bullyingnoway.gov.au/). This catalogue assists teachers to incorporate learning about bullying into the classroom and have been selected according to criteria after review by educators.

https://bullyingnoway.gov.au/

ReachOut

Reachout is an Australian online mental health organisation for young people and their parents. It offers practical support, tools and tips to help young people through everyday issues to tough times and offers information for parents to help their teenagers. It has a Bullying Action Pack that is designed to support the whole school community to work together to address bullying. The pack covers understanding bullying behaviours, identifying if your school classroom has a problem, exploring respect and learning how to stand up to bullying behaviour.

ReachOut https://au.reachout.com

Sites providing material on Cyberbullying

Office of the eSafety Commissioner

The Office of the eSafety Commissioner co-ordinates and leads the online safety efforts of government, industry and the not-for profit community. It has a broad remit, which includes providing:

- a complaints service for young Australians who experience serious cyberbullying.
- identifying and removing illegal online content.
- tackling image-based abuse.

It also offers a range of school based educational resources and programs to assist teachers to guide students in becoming responsible digital citizens. The Office also provides audience-specific content to help educate all Australians about online safety including young people, women, teachers, parents, seniors and community groups. Cyberbullying resources https://www.esafety.gov.au

Stay Smart Online

Stay Smart Online provides simple, easy to understand advice on how to protect yourself online as well as up to date information on the latest online threats and how to respond. https://www.staysmartonline.gov.au/

Think U Know

ThinkUKnow is a free, evidence-based cyber safety program that provides presentations to Australian parents, carers, teachers and students. It provides information on the technologies young people use, the challenges they may face, and importantly, how they can be overcome. This Website is run by the Federal Police. https://www.thinkuknow.org.au

Cyber Savvy

Cyber Savvy

Professor Donna Cross (ECU) and her team created this web resource to help young people prevent and address problems associated with online behaviour, particularly image-sharing. It is based on over 10 years of research with over 40,000 Australian young people. it provides new insights on what young people, families and other adults can do to prevent problems that may arise from risky image-sharing. https://cybersavvy.telethonkids.org.au

Mental health sites offering a range of resources:

- www.moodgym.anu.edu.au
- www.beyondblue.org.au

- kidshelpline.com.au
- Kids Helpline 1800 55 1800

Legislation

Listed below are some of the wide range of legislation that impose these types of duties and obligations upon Schools:

- Criminal Code 1913 (WA);
- School Education Act 1999 (WA);
- School Education Regulations 2000 (WA);
- Disability Discrimination Act 1992 (Commonwealth);
- Disability Standards for Education 2005;
- Equal Opportunity Act 1984 (WA) and
- State Records Act 2000(WA).

Related Policies

- Behaviour Management
- Child Protection & Mandatory Protection
- Student Code of Conduct
- Complaints and Concerns
- Critical, Emergency and Reportable Incidents and Crisis Management Plan
- Excursions, Incursions, Camps Policy and Procedure
- Mobile Phones, Emails & Internet
- Risk Management Policy and Procedure
- Sex Discrimination and Sexual Harassment
- Social Media and Networking policy
- Attendance, Illness and Truancy
- Student Code of Conduc t

Privacy

We follow privacy laws and may not be able to tell parents everything that has taken place, especially about any other children involved. These laws serve to keep every child's information private.

Contact

Person Enquires relating to this policy should be directed to the School Principal.

Breaches of this Policy

Any breach of this policy may result in disciplinary action up to and including termination.

Concerns

When parents and children are unhappy about the handling of any incident under this policy, they are able to make an appointment with the child's teacher in the first instance, if unresolved they should be directed to the Principal for follow up.

I encourage all parents to bring their concerns to us directly and resist the temptation to post things on social media as this will only create more animosity and will not lead to the desired outcome for you or your child.

We encourage parents to suspend judgement as we endeavour to implement evidence-based approaches to try to improve outcomes for all students.

Version History		
Date	Version	Reviewer
07/19	01 Created	School Board
05/23	02	MMW