



PRAHRAN  
HIGH  
SCHOOL

# BULLYING PREVENTION POLICY

## PURPOSE

Prahran High School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Prahran High School community
- make clear that no form of bullying at Prahran High School will be tolerated
- outline the strategies and programs in place at Prahran High 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 Prahran High School.

When responding to bullying behaviour, Prahran High 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.

Prahran High 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 applies to all school activities, including camps and excursions and should be read in conjunction with our school's *Student Wellbeing and Engagement Policy*, [Child Safe Policy](#) and [Code of Conduct](#), *Duty of Care Policy* and [Statement of School Values and Philosophy](#).

This policy addresses how Prahran High School aims to prevent, address and respond to student bullying behaviour. Prahran High 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 *the Student Code of Conduct and Student Wellbeing and Engagement 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.

## 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) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

### Other Distressing and Inappropriate Behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the Student Wellbeing and Engagement Policy 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. Prahran High 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.

## POLICY

Prahran High 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.

We promote a bully-free school through a school culture that encourages acceptance, kindness and respect. There is a clear expectation that there is no tolerance for bullying at Prahran High School. This is reinforced through our mission and values – our proactive way of working together. Bullying prevention at Prahran High School is supported by research that indicates that a whole-school, multifaceted approach is the most effective way to prevent and address bullying.

The prevention of bullying at Prahran High School actively occurs across a range of settings through the school through our focus on respectful relationships, an engaging curriculum, incursions, guest speakers and special programs. Our approach encapsulates the following principles:

- Prahran High School is a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing. Together we work from the belief that “happy kids learn more”.
- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
- There is a strong partnership 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 behaviour management that is applied consistently and which is non-hostile and non-punitive.
- Teachers know to report any incident of bullying immediately and to actively supervise students in the schoolyard.
- In the classroom, our Healthy Body, Healthy Mind program teaches students about what constitutes bullying and how to respond assertively. These programs promote resilience, life and social skills,

assertiveness, conflict resolution and problem solving. This work is underpinned by Positive Psychology.

- The Peer Support Program and the Peer Mediation program encourage positive relationships between students and empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students.
- We engage with Courage to Care to encourage upstander behaviour in our students
- 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.
- 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.

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

## Incident Response

### Reporting concerns to Prahran High 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 Prahran High School are timely and appropriate in the circumstances.

We encourage students to speak to their Year Level Coordinator, Mentor Teacher or Head of Sub-School, however, students are welcome to discuss their concerns with any trusted member of staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Prahran High School should contact one of the Assistant Principals at school on 9113 1000.

### Investigations

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

1. record the details of the allegations in the Compass Chronicle
2. inform the Year Level Coordinator, Head of Sub-School or Assistant Principal

The Heads of Sub-School are initially responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the HoSS or YLC may:

- speak to 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/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 HoSS or YLC 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 the Head of Sub-School and/or Assistant Principal 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 the Principal, Student Wellbeing and Engagement Team, Student Support Services (SSS) and other staff as required.

There are several factors that will be considered when determining the most appropriate response to the behaviour. When deciding about how to respond to bullying behaviour, Prahran High 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 victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive for the behaviour, including any element of provocation.

The Head of Sub-School and/or Assistant Principal may implement all, or some of the following responses to bullying behaviours:

- offer counselling support to the victim student or students, including referral to the Mental Health Practitioner, SSS team and/or external providers, such as Stonnington Youth Services
- offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Mental Health Practitioner SSS team and/or external providers, such as Stonnington Youth Services
- 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 of, or all, the students involved to help encourage students to take responsibility for their behaviour and to explore underlying reasons for conflict or grievance
- implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our *Student Wellbeing and Engagement Policy, Ministerial Order 1125* on Suspensions and Expulsions and any other relevant Department policy
- 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 victim and perpetrator students
- provide discussion and/or mentoring for different social and emotional learning competencies

- 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 such as class-points system rewards, student-of-the-week celebrations, living our values celebrations.

The Heads of Sub-School and relevant Assistant Principal are responsible for maintaining up-to-date records of the investigation and responses to bullying behaviour.

Prahran High School understands the importance of monitoring the progress of students who have been involved in or affected by bullying behaviour. Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students reporting concerning behaviour as soon as possible so that the responses implemented by Prahran High School are timely and appropriate in the circumstances.

### COMMUNICATION

- Available publicly on our school's website
- Available on Compass School Documentation
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration 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

Our school also follows Department of Education 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](#)
- **[insert other website or resources that may be useful for your school community]**

## 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 evaluation 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 the Student Representative Council, the staff, the School Council and other focus groups as planned.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2024
Consultation	Consultation with staff, students and community
Approved by	Principal
Next scheduled review date	Before December 2025