



GLEN WAVERLEY
PRIMARY SCHOOL

INTEGRITY. INITIATIVE. RESPECT.
GLOBAL EMPATHY.

Glen Waverley Primary School

Established 1960

774 High Street Road Glen Waverley, VIC 3150

(03) 9802 9938 glen.waverley.ps@education.vic.gov.au www.glenps.vic.edu.au



BULLYING PREVENTION POLICY

(Ratified by School Council: February 2026)

Glen Waverley Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated. We are a Child Safe School and fully comply with the current Child Safe Standards. There are 11 Child Safe Standards that have been designed to ensure the safety and wellbeing of the child including the prevention of both physical and online bullying.

PURPOSE:

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Glen Waverley Primary School community
- make clear that no form of bullying at Glen Waverley Primary School will be tolerated
- outline the strategies and programs in place at Glen Waverley 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 accept responsibility to report 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 and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Glen Waverley Primary School.

GUIDELINES:

When responding to bullying behaviour, Glen Waverley Primary School aims to:

- be consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved using a Restorative Practices approach.

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

Glen Waverley Primary School aims to prevent, address, and respond to student bullying behaviour. Glen Waverley 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



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accordance with our *Child Safe Code of Conduct Policy, Duty of Care Policy and Student Wellbeing and Engagement Policy*

This policy applies to all school activities, including camps and excursions.

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.

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.
4. *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.

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) and the Department's Bullying Prevention and Response policy on the Policy and Advisory Library.



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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 Engagement Policy

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. Glen Waverley Primary School will use its Student Wellbeing and Engagement Policy and the Making Better Choices guidelines to guide a response to single episodes of nastiness or physical aggression.

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

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. Harassment of any kind will not be tolerated at Glen Waverley Primary School and may have serious consequences for students engaging in this behaviour. Glen Waverley Primary School will use its Student Wellbeing and Engagement Policy and the Making Better Choices guidelines 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.

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.



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BULLYING PREVENTION

Glen Waverley 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 integrity, initiative, respect and global empathy.

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

- 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.
- 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.
- 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.
- Teachers are encouraged to incorporate classroom management strategies including the Making Better Choices guidelines 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.
- We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
- The Peer Support Program, the Peer Mediation Program and the Stand Up Project 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 Engagement and Wellbeing policy.

At our school appropriate behaviours are addressed through:

- The Resilience Project
- The Stand Up Project
- Cyber Safety Project
- Making Better Choices guidelines and accompanying Reflection Sheet
- Year level and whole school behaviour matrices
- Positive Behaviour Support Plans
- Student Support Group Meetings
- Care team meetings
- Tier 2 programs and initiative from the Schools Mental Health Menu
- Individual Education Plans (Behaviour; Extension; At Risk; Out of Home Care)
- Inclusive quiet playtime
- Lunchtime Activities – Chess Club; Dance Classes; Robotics, etc
- Support from Allied Health Team
- Peer Mediation Program
- Class Buddy Program
- Harmony Day
- Mind, Body and Us

INCIDENT RESPONSE

Reporting concerns to Glen Waverley Primary School

Bullying is not tolerated at our 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 Glen Waverley Primary School are timely and appropriate in the circumstances.

We encourage students to speak to their teacher, level leader, or an Assistant Principal or a trusted member of staff.



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Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Glen Waverley Primary School should contact the school on 03 9802 9938 and speak with a member of the Principal class.

Investigations

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

1. record the details of the allegations in Compass and
2. Inform the relevant Teaching and Learning Leader and Assistant Principal (Wellbeing).

The Teaching and Learning Leader/Assistant Principal is responsible for investigating allegations of bullying in a timely and sensitive manner by:

- speaking 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
- speaking to the parents of the students involved
- speaking to the teachers of the students involved
- taking detailed notes of all discussions for future reference
- obtaining written statements from all or any of the above.

All communications 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 sufficient information to understand the circumstances of the alleged bullying and the students involved has been obtained, a number of strategies may be implemented to address the behaviour and support affected students. This will be in consultation with the Principal, and if necessary the 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, Glen Waverley 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.

In response, some or all of the following responses to bullying behaviours may be implemented:

- Offer counselling support to the target student or students, including referral to Student Wellbeing, School Support Services, or an external provider
- Offer counselling support to the students engaging in bullying behaviour, including referral to Student Wellbeing Team, School Support Services, or an external provider
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the school's Allied Health Team, Student Wellbeing, School Support Services, or an 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 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
- 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



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- 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.

Glen Waverley 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.

The Assistant Principal for Wellbeing 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:

- GWPS Guiding Statements
- Student Wellbeing and Engagement Policy
- Duty of Care Policy
- Parent Complaints 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](#)
- [LGBTIQA+ 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** <https://www.vic.gov.au/bully-stoppers>
- <https://kidshelpline.com.au/>
- <https://www.lifeline.org.au/>
- **Bullying No Way!**
<https://bullyingnoway.gov.au>
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)
- Department of Education Child Protection and Child Safe Standards (PROTECT)
<https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/default.aspx>
- <https://www2.education.vic.gov.au/pal/bullying-prevention-response/policy>



POLICY EVALUATION

This policy will be reviewed annually, 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
- Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with [include consultation i.e. student representative groups, parents groups, school council]

DUE DATE FOR REVIEW:

Due for review in February 2027