

MARK OLIPHANT COLLEGE



Bullying Prevention Policy and Plan



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Bullying: Definition

Bullying

A national definition of bullying has been endorsed by the Education Council.

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

Conflict or fights between equals are not defined as bullying. Bullying occurs where there is a power imbalance.

This might come from:

- the context. For example, a number of children acting against one child
- personal characteristics. For example, different physical, emotional or social development.

It is ongoing and repeated

One incident of misbehavior is generally not defined as bullying. Schools will still respond to all incidents of misbehavior.

One act by one person might be bullying if:

- the behaviour adds to a series of other people's behaviours that misuse power and result in harm
- it can be shared online or with technology to a wide audience or repeated with multiple views.

It involves behaviours that can cause harm

Bullying can cause physical and psychological harm.

Physical harm can include injury. It can also include theft or damage to belongings. Psychological harm can include:

- anxiety
- not wanting to go to school
- lack of interest in school

- isolation and depression.

Psychological harm can last some time. It will depend on a student's situation and the support available to them. Support might come from family, school and friends. A fear of being bullied can create psychological harm.

Harassment, discrimination and violence

Bullying, harassment, discrimination and violence all create or add to a negative environment. This can make students feel unsafe and unable to reach their full potential.

Harassment

Harassment is a behaviour that targets an individual or group. This can be due to their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability. It offends, humiliates, intimidates or creates an unsafe environment. It might be a pattern of behaviour or a single act. It might be directed randomly or at the same person. It might be on purpose or unintended.

Discrimination

Discrimination happens when people are treated differently to others. This can be because of their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; or ability.

Discrimination interferes with people's right to fair treatment and equal opportunities.

Violence

Violence is the intentional use of physical force or power. It can be threatened or actual, against another person. It might result in psychological harm, injury or in some cases death. It might involve provoked or unprovoked acts. It can be one incident, a random act or can happen over time.

Bullying, harassment, discrimination and violence may be based on gender, race, sexuality, culture, religion, disability and care status. Bullying, harassment, discrimination and violence for any reason is not acceptable in South Australian public schools. It will be responded to.

Responses will depend on the:

- behaviours
- needs of the students
- rights of all students to be safely included in learning.

Our Values

At Mark Oliphant College we aim to establish a community in which everybody upholds our school values of respect, responsibility, kindness and belonging; and where individual differences are appreciated, understood and accepted. We believe that everybody has the right to enjoy their time at school.

Our Vision

"Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential."

(Australian Student Wellbeing Framework 2023)

All students have the right to feel safe, respected and included. And we strive to create learning communities that are free from bullying and harassment.

Our school climate fosters healthy and respectful relationships. We create this with our students, families and the broader community.

We expect all members of our school community will model behaviours that:

- demonstrate respect
- value diversity
- promote belonging and wellbeing.

At Mark Oliphant College, Birth to 12, we aspire to create a safe, inclusive, and collaborative learning environment. Our community respects and celebrates diversity, whilst recognising the value of belonging and positive relationships. Our learners develop knowledge, skills, and capabilities to thrive and live a fulfilled life of their choosing.

At Mark Oliphant College everyone works together to action our bullying prevention policy and plan.

At Mark Oliphant College we will plan, implement and review our bullying prevention strategies. We will do this with our Governing Council, staff, students, families and local community.

Promote

We will model and promote positive behaviour.

Our actions

- Create a welcoming and inclusive school.
- Implement the Positive Behaviour for Learning framework to support all students to meet school expectations in a consistent and age-appropriate way through the following steps.
- Staff demonstrate commitment to Positive Behaviours for Learning through active professional development, open collaboration, and ongoing practice refinement. By co-developing resources, trialling evidence-based strategies, and using data-based decisions, we foster shared responsibility and empower student success.
- All staff model a commitment to Positive Behaviours for Learning by actively engaging in professional learning, seeking new ideas, and refining practice to support students.
- All staff teach the Keeping Safe: Child Protection Curriculum as a whole school Tier 1 approach.
- All staff build strong connections with students by engaging in "team around the child" practices, ensuring information is shared effectively to support and improve student outcomes.
- All staff embrace Positive Behaviour for Learning practices by living the college values through trialling new approaches, offering constructive feedback, and contributing to ongoing improvement efforts.
- Leaders actively embrace feedback and the principles of consensus to support the consistent implementation of Positive Behaviours for Learning across the college.
- Leaders support staff to review current process/ practices and collect meaningful data to drive improvement aligned to the Positive Behaviour for Learning framework
- Ensure staff understand their role to create a safe school.

- Set up our school values of respect, responsibility, kindness and belonging in addition to behaviour expectations which reflect inclusion, respect, safety and diversity.
- Implement structures to support students feel safe to raise concerns and report bullying.

Teach

We will explicitly teach respectful behaviours and expectations about bullying in the classroom.

Our actions

- Build staff skills to respond appropriately to bullying.
- Using a Multi-Tiered System of Supports teach all students about bullying, including how to prevent, identify, respond to and report bullying and cyberbullying.
- Explicitly teach positive behaviour and social and emotional skills and guide students to have healthy relationships, both in person and online.
- Use restorative practices when a bullying issue happens.
- Teach students how to demonstrate respectful and appropriate behaviours.

Intervene

We will intervene in incidents of bullying or observed bullying behaviour.

Our actions

- Take bullying seriously and respond in a timely manner to reports of bullying or observed bullying behaviours.
- Document all reported bullying incidents on the schools LMS including the steps that have been taken to follow up and address incidents of bullying by both teachers and leaders.
- Use fair and consistent responses to bullying underpinned by restorative practices.
- Respond in a way that meets needs of the age and development of the young people involved.
- Engage with specialist advice and services to implement targeted and intensive interventions to support students impacted by bullying or those that have perpetrated bullying, particularly when severe or ongoing.
- Engage with families to ensure a collaborative approach to resolving incidents of bullying
- Check in with and support students while bullying incidents are being resolved.
- Ensure that school leadership are trained and experienced to manage complex bullying incidents. This includes where bullying is ongoing.
- Follow the Department for Education SEE Policy when required and if prior interventions and supports have been unsuccessful
- Report criminal matters to the South Australian Police.

Work with others

We will work with families, service providers and the community to address bullying.

Our actions

- Work with the Governing Council, site leadership, department staff and the local community to design local strategies to prevent and reduce bullying.
- Collaborate with parents, carers and students in planning bullying prevention and intervention responses.
- Share information with parents and carers about bullying. Including how to recognise it and what to do when their child is involved in bullying.
- Communicate with families when a bullying incident happens.
- Engage with specialist advice and services to implement targeted and intensive interventions to support students impacted by bullying or those that have perpetrated bullying, particularly when severe or ongoing.
- Work with community organisations to promote a safe and inclusive school.

Respond

We will provide visible and consistent responses to bullying that foster trust and confidence in the school community.

Our actions

- Share information on how to prevent and respond to bullying and cyberbullying.
- Review our strategies and actions to prevent and respond to bullying to ensure that student needs are being met.
- Set up safe ways for students and families to report bullying and let students know how to do this.
- Take bullying seriously and respond in a timely manner to reports of bullying or observed bullying behaviours.
- Document all reported bullying incidents on the schools LMS.
- Use fair and consistent responses to bullying underpinned by restorative practices.
- Respond in a way that meets needs of the age and development of the young people involved.
- Engage with specialist advice and services to implement targeted and intensive interventions to support students impacted by bullying or those that have perpetrated bullying, particularly when severe or ongoing.
- Engage with families to ensure a collaborative approach to resolving incidents of bullying.
- Check in with and support students while bullying incidents are being resolved.
- Ensure that school leadership are trained and experienced to manage complex bullying incidents. This includes where bullying is ongoing.
- Follow the Department for Education SEE Policy when required and if prior interventions and supports have been unsuccessful.
- Report criminal matters to the South Australian Police.
- Make information about the complaint's resolution process available.

Repair and restore relationships

We will repair and restore relationships that have been harmed by bullying.

Our actions

- Develop solutions to bullying incidents in collaboration with students, staff, parents and caregivers.
- Support students to engage in restorative practices to address harm when it has occurred.
- Educate students who have engaged in bullying behaviours to help them to learn about the impact of the behaviour and ways to repair and restore relationships with those that have been harmed.
- Educate students about safe and inclusive behaviours, and the core values of the school. This includes teaching expected behaviours and the skills to meet those expectations.

Create Safety and Wellbeing

We will establish safety and wellbeing.

Our actions

- Take action against discrimination, harassment and violence. Report criminal actions to South Australia Police.
- Provide targeted social and emotional support for students who need more help after bullying incidents.
- Set up inclusive practices so students who might feel excluded are safe and supported.
- After a serious incident of bullying develop behaviour support plans and your support plans to allow those impacted to feel safe within the school.
- Engage with specialist advice and services to implement targeted and intensive interventions to support students impacted by bullying or those that have perpetrated bullying, particularly when severe or ongoing.
- Build staff skills, knowledge and confidence to restore safety and wellbeing after critical incidents.

How bullying is reported and resolved

We will work with students, parents and caregivers to resolve bullying issues. If needed, we will get advice, counselling and support from internal and external services.

All reports of bullying will be taken seriously. Responses will be planned and quick. The principal or leadership team will immediately respond to life threatening, significant harm or criminal behaviour issues. We will refer criminal actions to South Australia Police.

Our responses will restore the safe and positive learning environment.

Report bullying

You can report bullying to:

- Your child's teacher
- A member of leadership

You can report bullying incidents by:

- Contacting the relevant staff member (classroom teacher or member of leadership) staff can be contacted via phone, Daymap or email.
- When contacting school staff please provide us with as much information as possible. This might include:
 - who was involved, including who engaged in the bullying behaviour, who the behaviour was directed at and witnesses
 - when the incident happened
 - where the incident took place, for example social media
 - the behaviour
 - if anyone stopped or tried to stop the behaviour
 - what led up to the incident
 - what happened after the incident.

Gather and document information

Staff might speak about the incident with:

- students
- parents or carers
- other staff
- any other witness or person involved.

Intervention and support

Staff will see if the incident:

- poses an immediate risk to student or staff safety.
- meets the definition of bullying

If there is no immediate risk, staff might use the following strategies with students directly involved:

- restorative practices, including an apology
- parent or carer meeting
- school-based consequences For example:
 - loss of privileges
 - given a learning task
 - use of reflection space or class
 - limited areas for play or activities or extra yard supervision
 - suspension and exclusion.

Refer to services

Refer students to specialist support, if needed. This might be from the Department for Education or external services. Options will be discussed with students and their families.

Document and record

All incidents of bullying and responses will be documented and stored on Daymap in line with Department for Education records management procedures.

Monitor and follow up

Staff will check on all students involved in a bullying incident. They will make sure all students are safe and relationships are repaired. They will talk with students, parents and carers about the actions taken. They will check if these actions have helped.

If a student, parent or carer are not happy with the steps taken by the school, they can call the Department's

Customer Feedback line on 1800 677 435.

Roles and Responsibilities

We each have a role to play to:

- prevent bullying and harassment
- respond when it happens
- support those involved and affected by bullying.

The Australian Student Wellbeing Framework elements are leadership, inclusion, student voice, partnerships and support. They guide our practices and responses to prevent and reduce bullying in our school community.

School Staff

- Model and promote positive behaviour.
- Value diversity, demonstrate respect, and include all students and their families.
- Provide and take part in professional development to build skills, knowledge and confidence about preventing bullying. Including how to recognise, respond and manage it.
- Assess bullying data and trends to develop prevention strategies.
- Collect data on bullying. Use the data to plan how you will prevent and respond to bullying.
- Explicitly teach students about respectful relationships, bullying and cyberbullying. Teach them how to recognise bullying, what to do and how to get help being guided by the Child Safe Keeping Safe Curriculum as a whole school approach.
- Work with students to come up with solutions to bullying. Including them in decisions that affect their safety and wellbeing.
- Support all students to be included, in particular students at higher risk of being bullied.
- Support students to repair and restore relationships that have been harmed by bullying.
- Take action when bullying and cyberbullying has been reported. This may include incidents that happen out of school hours or off school grounds when it relates to school relationships.
- Report criminal matters to the South Australian Police.

- Help parents and carers to recognise bullying. Include information about what to do when their child is engaging in or affected by bullying.
- Work with families, service providers and the community to support students affected by bullying.
- Have planned responses to bullying. Make them visible and consistent. Responses should foster trust and confidence.
- Help students to be physically and psychologically safe from bullying.

Parents, Carers and Families

- Model and promote safe, respectful and inclusive behaviours.
- Help their children to be safe online at home. This includes checking their children's use of technology and social media.
- Make sure their children know how to identify and report bullying. Work with the school to help their children be safe from bullying.
- Talk to their children about safety issues. This includes bullying and cyberbullying. Help them understand what it is, why it is harmful and how to respond, using the same messages the school uses.
- Report concerns about bullying to school staff.
- If a bullying incident happens, work with the school in a respectful and collaborative manner.
- Support school decisions and work in partnership to resolve matters relating to bullying.
- Support their children to go to school while a bullying issue is being worked on.
- Get external professional support for their child, if needed.

Students

- Model behaviours that are safe, respectful and inclusive, both face-to-face and online.
- Build skills, knowledge and confidence to recognise, respond to and manage bullying.
- Be a part of decision making to improve student safety and wellbeing.
- Take a stand when bullying is observed. Step in, if it's safe. Seek help from adults.
- Support friends and peers get help from trusted adults if they experience bullying.
- Support friends to behave in safe, respectful and inclusive ways if their friends engage in bullying.