



LARRAKEYAH PRIMARY SCHOOL

Pathways to Excellence

Anti-Bullying and Harmful Behaviours Policy

Updated 17.09.2026

A Northern Territory Government
Independent Public School



Approved by School Board 14/10/26



POLICY

Larrakeyah Primary School is committed to providing a safe, supportive and respectful learning environment for all students, staff, parents and visitors. The Larrakeyah Primary School anti-bullying and harmful behaviours policy (the policy) outlines how Larrakeyah Primary School aims to prevent, address and respond to bullying and harmful behaviours in our school.

We recognise the spectrum of bullying and harmful behaviours as a collective for all forms of bullying, cyberbullying and other online harms as well as harmful behaviours which precede bullying. This includes verbal, social, physical, overt, covert, direct and indirect behaviours. We also recognise that some behaviours, particularly in young children, are age-appropriate though still need to be addressed.

We understand bullying within this continuum of harmful behaviours so we can embed a shared understanding and clear expectations that all harmful behaviours warrant appropriate and reasonable action.

Our policy aligns with the Department of Education and Training's (the department) Anti-bullying and harmful behaviours in schools interim guidelines and the [National Framework for Addressing Bullying in Australian Schools](#).

WHOLE SCHOOL APPROACH TO BULLYING AND HARMFUL BEHAVIOUR

At our school:

- We work in partnership with students, parents, families and the wider community to create safe, inclusive environments in which every student is known, valued and supported to achieve their full potential.
- We acknowledge the important role students and parents play in our school community. Addressing and responding to bullying and harmful behaviours is most effective when the school, students and families work in partnership.
- The expectations around behaviour established in this policy apply to the entire school community, including staff, students, parents and visitors, while we are on school grounds, participating in school activities and excursions and while interacting online or off school grounds.
- Parents and carers are responsible for the supervision and management of their child's online activity outside of school, including but not limited to social media accounts, messaging platforms, and online gaming. Parents and carers are expected to monitor their child's online activity, implement appropriate parental controls and safeguards, and ensure their child complies with applicable social media age restrictions.
- Student wellbeing and positive behaviour approaches are embedded across the school. By using effective proactive and responsive classroom management strategies we aim to increase positive behaviour and reduce incidents of bullying and harmful behaviours.
- Any consequences resulting from bullying and harmful behaviours will be in line with the school's care and conduct policy.
- We operate in line with the department's [Respect and responsibility in schools policy and guidelines](#).
- We have adopted a continuum of prevention, early proactive intervention and response actions on bullying and harmful behaviours.

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Anti-Bullying and Harmful Behaviours Policy

- Bullying and harmful behaviour can be reported to any school staff member, trusted teacher, the school principal or school administrator.
- We are committed to responding to all reported concerns and incidents of bullying and harmful behaviour within 2 school days of being reported or observed, noting that it may take longer to resolve the issues.
- We apply the principles of natural justice in our responses to bullying and harmful behaviour and ensure everyone has a fair hearing.
- In our classrooms we take action to address the risk and protective factors influencing bullying and harmful behaviours through planned, evidence-informed teaching and learning programs.
- Our staff receive appropriate induction, guidance and professional learning in the prevention and early intervention of bullying and harmful behaviours and responding to disclosures and reports.

Parents and carers can access more information about [keeping school safe for everyone](#)

PREVENTING AND RESPONDING TO BULLYING AND HARMFUL BEHAVIOURS

The School continuum of prevention and response actions (below) outlines the scale of behaviour and response actions which will be undertaken at Larrakeyah Primary School.

School continuum of prevention and response actions

Prevention and early intervention	Responses to bullying and harmful behaviour				
	Processes for responding to bullying and harmful behaviours must be trauma-informed, relationship-focused, justifiable and tailored to the unique circumstances involved.				
		Minor	Moderate	High	Extreme
Prevention strategies and explicit teaching on bullying and harmful behaviours. Early interventions not requiring further responses.		harmful behaviour that presents a reasonable risk of resulting in physical or psychological harm	harmful physical or psychosocial behaviour that threatens other people’s right to a safe learning and working environment.	bullying and harmful behaviour which is ongoing and deliberate through repeated verbal, physical, or social behaviour that intends to cause physical, social or psychological harm with a high likelihood of incurring harm	bullying behaviour which is ongoing and deliberate through repeated verbal, physical, or social behaviour that intends to cause physical, social or psychological harm with a high likelihood of incurring significant harm or being criminal in nature.
	Conduct investigation	Teacher led investigation Teacher notes all accounts and determines if the matter needs to be escalated to leadership for further investigation	Teacher led investigation Teacher notes all accounts and determines if the matter needs to be escalated to leadership for further investigation	Principal led investigation Principal or delegate conducts an unbiased investigation and fair hearing	Principal led investigation Principal or delegate conducts an unbiased investigation and fair hearing
	Implement action	Implement actions - Teacher/s implement an appropriate and proportionate response - Communicate actions to all involved, parents as appropriate - Deploy support strategies	Implement actions - Teacher/s implement an appropriate and proportionate response - Communicate actions to all involved, parents as appropriate - Deploy support strategies	Implement actions - School implements an appropriate and proportionate response - Communicate actions to all involved, including parents. - Deploy support strategies	Implement actions - School implements an appropriate and proportionate response - Communicate actions to all involved, including parents. - Deploy support strategies

PROCEDURES FOR REPORTING INCIDENTS OF BULLYING AND HARMFUL BEHAVIOURS

Within 2 school days following a report or observation of bullying or harmful behaviour which presents a reasonable risk of physical or psychological harm, the school will initiate an initial response.

The school's response will be scaled, in proportion to the level of risk presented by the behaviour in accordance with the response guide and scaled up or down to reflect and respond to the emerging level of risk determined as the investigations progress.

Response procedure

When any concern or observation of bullying or harmful behaviour is reported, the staff member receiving the report or making the observation will assess the immediate safety of the students involved and consider risks including physical danger, self-harm or psychological distress to determine whether the behaviour is likely to result in physical or psychological harm and whether it meets the school's code of conduct.

The staff member will work with the student's teachers, and school leadership to triage the school's response by:

- providing appropriate safety measures to prevent further harm
- communicating actions to parents as appropriate
- ensuring everyone involved has support if needed
- referring the matter to the student's teacher/s (Minor and Moderate behaviour) or school leadership (High and Extreme behaviour) to progress.

Minor and moderate behaviour

In response to minor or moderate behaviour the student's teacher/s will:

Conduct an unbiased investigation

- the teacher/s of the students involved will lead a simple investigation, as outlined in Conducting an unbiased investigation below, to determine an appropriate response to the behaviour
- where it emerges that the behaviour is more serious refer the matter to senior leadership to progress.

Intervention and resolution

- implement an appropriate and proportionate response, e.g. remind the students of the school's policy on behaviour and the importance of treating others with respect
- communicate actions, and reasons for the actions as appropriate
- deploy support strategies as appropriate.

Record the behaviour

- record simple details of the incident on the school's behaviour management system.

High and Extreme levels of behaviour

Where the High and Extreme levels of behaviour are reported the student's teacher/s will work with school leadership to provide an appropriate response, including:

Communication and support

- Making initial contact with parents and advising them about the reported bullying or harmful behaviour before the school day ends if possible
- providing a dedicated school contact person for all involved, including parents as appropriate.
- providing access to supports for all involved, including mental health and wellbeing supports.
- providing immediate resources: Share contact details for Kids Helpline and counselling services.

Principal led investigation

- the principal or their delegate will commence an unbiased investigation in line with the requirements for investigation outlined in the Conducting and unbiased investigation below.
- collect available evidence: Secure screenshots, timestamps, or links if the incident involves cyberbullying if the incident involves cyberbullying at school.

Implement actions

- implement actions that are appropriate and proportionate to the behaviour and the level of harm reported, in line with the school's bullying policy.
- communicate actions, and reasons for the actions, to all involved (to the greatest extent possible within the limitations of privacy responsibilities).
- deploy support strategies e.g. restorative interventions, counselling schedules, or targeted monitoring.

Record the behaviour

- record the details of the incident on the school's behaviour management system

Conducting an unbiased investigation

Minor or moderate behaviour

Investigations of incidents of bullying or harmful behaviour that are minor or moderate in nature will be undertaken by the student's teacher and conducted in a way that is appropriate and proportionate to the behaviour observed or reported, e.g. talking to the students involved to understand the reason for the behaviour and the appropriate response needed.

In instances where it emerges that the behaviour has been ongoing or is escalating and has become more serious in nature than initially determined, the teacher will refer the matter to senior school leadership to respond.

High or extreme behaviour

When investigating incidents of high and extreme reports of bullying and harmful behaviour, the principal or their delegate will undertake a thorough, impartial, and objective investigation of the incident, to:

- understand the nature of the incident; what happened, when and where it occurred

- identify the individuals involved
- confirm the timeline of events and identify the sequence of actions and potential causes
- confirm if allegations are supported by evidence that is verified as accurate, reliable, and complete
- understand the reasons for the behaviour to help prevent similar incidents from occurring in the future.

Throughout the investigation the principal and the staff members conducting the investigation, will ensure that:

- students involved in the conduct or incident have had an opportunity to be heard. This is integral for natural justice and will also encourage their engagement in the process and ownership of changes to their behaviour
- any information provided by the student, or their parents will be documented and considered
- students will be informed of the impact of their behaviour on others at the school.

Fair hearing

To ensure that elements of procedural fairness are met, students and their parents will be provided with details relating to the student's conduct. Where the principal is of the view that it would not be appropriate to provide copies of statements etc, due to confidentiality or safety concerns for the individuals involved, they should ensure that enough details of the allegations are provided to allow the student and parents to respond to the claims.

Where the student or their parents wish to make a representation, either in person or by other means, the matters addressed in the discussion will include:

- any explanation provided by the student and parents
- the reasons for the behaviour
- the proposed responses
- support to be provided to the student by the school
- contact details of additional support services for the student and parents, as appropriate.

Complaints

If after the school process for responding to reported concerns and observations of incidents of bullying and harmful behaviour is complete and parents are not happy with the response provided by the school and principal, they can refer to the department's complaints process on the NT government's [Education and learning complaints webpage](#)

DEFINITIONS

Term	Definition
Bullying	Bullying is the ongoing, deliberate misuse of power in relationships through repeated verbal, physical or social behaviour that intends to cause physical, social or psychological harm.
Child	A person under the age of 18 years as defined at section 5 of the Education Act 2015.
Concern	Concerns are issues related to incidents of bullying and harmful behaviour reported to the school and require an initial response within 2 school days of receiving the report, recognising that it may take further time to fully address the issue.
Complaint	A complaint is an expression of dissatisfaction with the actions or decisions of a school in addressing reported concerns and incidents of bullying and harmful behaviour, made in accordance with the department's complaint resolution procedures.
Cyberbullying	Cyberbullying, also referred to as online bullying, is a subset of verbal or social bullying that is carried out through technology. It involves a person using the internet to be mean to another person so they feel bad or upset. Cyberbullying can occur via social media, games, apps, or any other online or electronic service or platform. It can include posts, comments, texts, messages, chats, livestreams, memes, images, videos and emails. Online harms can include any other kinds of online content or behaviours that create harm, such as misogynistic, violent or other harmful content or behaviours.
Harmful behaviours	The range of negative interpersonal behaviours, whether physical or psychosocial, that may threaten a young person's right to a safe learning environment or the rights of the school staff to a safe work environment. This includes bullying, cyberbullying and other online harms, violence and aggression, harassment including sexual and gender-based harassment, homophobia, transphobia, racism, ableism, misogyny and ageism, discrimination, emotional abuse, conflict, or poor relationships and interactions.
Parent	A child's father, mother or any other person who has parental responsibility for that child, including a person who is regarded as a parent of the child under Aboriginal or Torres Strait Islander customary law or tradition. The definition of a parent does not include a person standing in place of the parent on a temporary basis.
School	A government school established under the Education Act 2015.
School representative body	Means one of 3 school bodies established under section 103 of the Education Act. (NT) 2015. These bodies are: • school councils • independent public-school board • joint school representative body
Upstander	An upstander is someone who actively chooses to support a person being abused or harmed – whether online or in person, privately or publicly – by taking action to help them.

POLICIES AND RESOURCES

Policies

Anti-bullying and harmful behaviours in schools interim guidelines

Student wellbeing and positive behaviour policy - <https://education.nt.gov.au/policies/health-safety/behaviour-and-wellbeing-of-students>

Respect and responsibility in schools – policy and guidelines
<https://education.nt.gov.au/policies/conduct#headingNine-1397861>

Resources

Let's stop bullying - <https://www.letsstopbullying.gov.au/>

A National Framework for Addressing Bullying in Australian Schools - <https://www.education.gov.au/antibullying-rapid-review/resources/national-framework-addressing-bullying-australian-schools>

SWIPS Bullying prevention and response resources eLearn <https://elearn.ntschoools.net/supporting-staff/student-inclusion-and-engagement/student-wellbeing-and-inclusion-programs-and>