**BULLYING PREVENTION POLICY**

**PURPOSE**

Clyde Secondary College 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 Clyde Secondary College community.
* make clear that no form of bullying at Clyde Secondary College will be tolerated.
* outline the strategies and programs in place at Clyde Secondary College 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 Clyde Secondary College.

When responding to bullying behaviour, Clyde Secondary College 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.

Clyde Secondary College 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 addresses how Clyde Secondary College aims to prevent, address and respond to student bullying behaviour. Clyde Secondary College 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 our *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Inclusion and*

*Diversity policy*.

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

# POLICY

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.

*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.

## **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 the Code of Conduct.

*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. Clyde Secondary College 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. Further information about these two forms of harassment, including definitions, is set out in our Inclusion and Diversity Policy. Harassment of any kind will not be tolerated at Clyde Secondary College and may have serious consequences for students engaging in this behaviour. Clyde Secondary College will use its Student Wellbeing and Engagement Policy 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.

# BULLYING PREVENTION

Clyde Secondary College 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 acceptance, kindness and respect.

Bullying prevention at Clyde Secondary College is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

* We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
* 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.
* Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.

* A range of year level programs are planned for each year to raise awareness about bullying and its impacts including respectful relationships, wellbeing days, guest speakers and curriculum through the English and Health and Physical Education learning domains.
* 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.
* The Peer Support Program and the Peer Mediation program 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 Wellbeing and Engagement policy/Student Engagement Policy.

# INCIDENT RESPONSE

## Reporting concerns to Clyde Secondary College

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 Clyde Secondary College are timely and appropriate in the circumstances.

We encourage students to speak to their Home Group teacher in the first instance. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, or school leadership.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Clyde Secondary College should contact the school administration in the first instance. From there your call will be relayed to the appropriate staff member.

**Clyde Secondary College staff are committed to:**

* Modelling supportive behaviour in words and actions at all times.
* Being vigilant for signs of distress or suspected incidents of bullying and reporting them to the appropriate member of staff.
* Supporting the person being bullied by removing sources of distress, without increasing any risk to their wellbeing. Victims of bullying behaviour are encouraged to practise assertive behaviours and offered ongoing support whenever necessary. e.g. Classroom Support Program, Student Workshops.

* Referring suspected incidents to the appropriate staff member, who will follow the College’s procedures to deal with the behaviour of the bully and take appropriate steps to support the victim:
  + Home Group Teacher
  + Year Level Coordinator/Assistant Year Level Coordinator o Sub-School Leader o Student Wellbeing Leader
  + Principal Class Officer

* Team Leaders / Year Level Coordinators & Wellbeing staff, follow the Response to Bullying procedures, record the incident on Compass Chronicle and make necessary communications with parents/guardians.
* Assist those who exhibit bullying behaviour by:

o applying Restorative Justice practices o consistently applying the College’s Anti-Bullying Policy o providing ongoing counselling, whenever necessary, to reinforce the value of supportive relationships

* Twice-annually conducting the Bullying Survey to monitor the effectiveness of measures put in place to prevent and respond to incidents of bullying.

Clyde Secondary College students **are expected to:**

* Refuse to be involved in any form of bullying, either alone or as part of a group.
* Report a bullying incident or any suspected incident/concerns to a trusted adult at the College (e.g. Teacher, Coordinator, Student Wellbeing staff) or report the concern using the online reporting portal.
* Take some form of preventative or supportive action (e.g. speak up on that person’s behalf) if they feel safe to do so.

What Parents, guardians and family members can do to help:

* Watch for signs of distress in your child (e.g. unwillingness to attend school, a pattern of headaches, missing personal belongings, requests for extra money, damaged clothes or bruising).
* Take an active interest in your child’s social life and acquaintances, encouraging out of school social contact.
* Encourage your child to take the initiative by immediately telling a staff member about any bullying incident.
* Keep a written record of what is happening (who, what, when, why, how).

* Discourage retaliation.
* Attend interviews at the College if your child is involved in any bullying incident.
* Inform the Home Group Teacher, Year Level Coordinator, Student Wellbeing staff or a Principal Class Officer of any cases of suspected bullying, even if your own child is not directly affected.
* Teach your child the value of supportive relationships.
* If the problem continues to occur, please re-contact the school.

## 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 Year Level Coordinator and the Student Wellbeing Team.

The Year Level Coordinator or sub-school leader is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the staff member may:

* speak 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
* speak to the parents 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 undertaken by the staff member 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.](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicesheetbrodieslaw.aspx)

## Responses to bullying behaviours

When the investigator 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 Student Wellbeing Team and school leadership.

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, Clyde Secondary College 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.

The School may implement all, or some of the following responses to bullying behaviours:

* Offer counselling support to the target student or students, including referral to the Student Wellbeing Team or an external provider.
* Offer counselling support to the students engaging in bullying behaviour, including referral to the Student Wellbeing Team or an external provider.
* Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Student Wellbeing Team 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 process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
* 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.
* 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, for example guest speakers, resilience programs, specific curriculum approaches targeting positive behaviours.
* 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.

Clyde Secondary College 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 Year Level Coordinator and Student Wellbeing Team are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

# COMMUNICATION

This policy will be communicated to our school community in the following ways:

* Available publicly on our school’s website
* Included in staff induction processes
* Discussed at staff briefings/meetings as required
* 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
* Inclusion and Diversity 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://bullyingnoway.gov.au/PreventingBullying/Planning/Pages/School-policy.aspx)
* [Kids Helpline](https://kidshelpline.com.au/)
* [Lifeline](https://www.lifeline.org.au/)
* [Bullying. No way!](https://bullyingnoway.gov.au/PreventingBullying/Planning/Pages/School-policy.aspx)
* [Student Wellbeing Hub](https://www.studentwellbeinghub.edu.au/)
* [Office of the eSafety Commissioner](https://www.esafety.gov.au/)
* [Australian Student Wellbeing Framework](https://www.studentwellbeinghub.edu.au/resources/detail?id=dd6b5222-d5c5-6d32-997d-ff0000a69c30#/)

# EVALUATION

This policy will be reviewed on an annual, or earlier as required, following analysis of school data on reported incidents of, and responses to bullying to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

* discussion and consultation with students and parent/carers
* regular student bullying surveys
* regular staff surveys
* [Bully Stoppers Data Collection](https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachdata.aspx) 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](https://www.education.vic.gov.au/school/teachers/management/improvement/pages/performsurveyparent.aspx)

Proposed amendments to this policy will be discussed with student representative groups, parent groups and school council.

# POLICY REVIEW AND APPROVAL

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| Policy last reviewed | March 2024 |
| Approved by | Principal |
| Next scheduled review date | March 2026 |