



BULLYING PREVENTION POLICY

PURPOSE

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

When responding to bullying behaviour, Elevation 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.

Elevation 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 Elevation Secondary College aims to prevent, address and respond to student bullying behaviour. Elevation 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 Wellbeing and Engagement 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.

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. Elevation 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 Elevation Secondary College and may have serious consequences for students engaging in this behaviour. Elevation 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

Elevation 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 Elevation 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.

The basis of our approach to bullying prevention is in the school values and behavioural expectations. All members of the community are expected to live the values of Achievement, Acceptance, Responsibility and Community as well as the key behavioural expectations of Aim High, Work Hard and Be Good. The values and behavioural expectations are consistent with an anti-bullying approach.

The values and behavioural expectations form the basis of the School Wide Positive Behaviour Model. The SWPBS matrix has been developed and will continue to be refined by staff and students at Elevation Secondary College and outlines the positive and expected behaviours from students in each area of the school. The SWPBS is widely distributed to members of the community, displayed in every classroom and regularly taught in classes. The SWPBS outlines positive behaviours that would consistently prevent bullying.

Other strategies to promote inclusion, wellbeing and engagement include Student Leadership programs which will endeavour to build a positive student culture.

Specific anti bullying curriculum will be taught in Personal Development classes. This curriculum will teach students strategies to deal with bullying, report bullying and respond in proactive and positive ways.

The school will also hold regular bullying audits/surveys where students anonymously identify bullies and areas of the school where bullying occurs, allowing the Engagement and Wellbeing Team to respond accordingly.

In addition to the strategies outlined above, the Student Representative Council (in cooperation with the leadership team) will take responsibility for identifying programs and agencies they believe would be the most effective to assist in anti-bullying. Student Leaders will be expected to take a significant role in educating and supporting their peers in anti-bullying.

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

INCIDENT RESPONSE

Reporting concerns to Elevation 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 Elevation Secondary College are timely and appropriate in the circumstances.

We encourage students to speak to a Mentor Group Teacher. However, students are welcome to discuss their concerns with any trusted member of staff including Year Level Coordinator, Leading Teacher for Engagement and Wellbeing, Assistant Principal or Principal.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Elevation Secondary College should contact Mentor Group Teacher or Year Level Coordinator via administration.

Investigations

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

1. record the details of the allegations on Compass; and
2. inform Year Level Coordinator, Leading Teacher for Engagement and Wellbeing or Assistant Principal.

The Year Level Coordinator, Leading Teacher for Engagement and Wellbeing or Assistant Principal is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Year Level Coordinator, Leading Teacher for Engagement and Wellbeing or Assistant Principal may:

- check Compass for repeated incidents of behaviours
- 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 and refer to values and behavioural expectations
- resolve the situation through discussion, mediation or sanction
- if required, 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 on Compass
- obtain written statements from all or any of the above.

All communications with the Year Level Coordinator, Leading Teacher for Engagement and Wellbeing or Assistant Principal 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 Year Level Coordinator, Leading Teacher for Engagement and Wellbeing 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 relevant 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, Elevation 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.

All behaviours will be considered on a case by case basis. The extent or degree of behaviour will be considered, as will motive, length of bullying and other mitigating circumstances. Year Level Coordinator, Leading Teacher for Engagement and Wellbeing or Assistant Principal may implement all, or some of the following responses to bullying behaviours:

- Informal counselling and minor sanctions will be used for minor or first offences.
- Safety plans and counselling will be used to support victims.
- Students with repeated bullying offences will receive harsher sanctions and will be regularly monitored. These Students may also be required to have a behaviour support plan.
- 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.
- 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.

Elevation 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 Assistant Principal(s) overseeing Engagement and 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:

- Complaints Policy
- Duty of Care Policy
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement 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:

- [Bullying. No Way!](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)

EVALUATION

This policy will be reviewed on a biannual basis, 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:

- Overall school level data will be collected from Student Opinion surveys, Bullying surveys and Engagement and Wellbeing surveys. This will give the leadership team access to trends and the ability to target resources.
- Incident level data from Compass will be used to track incidents of bullying, record responses and behaviour management plans.
- The school will also regularly ask students to anonymously complete a bullying survey to identify problem areas and students.

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

REVIEW CYCLE

This policy was last updated on August 2019 and is scheduled for review in September 2020.

REVIEW CYCLE AND EVALUATION

REVIEW PERIOD

This policy was last updated on	March, 2021
Approved by School Council on	April 2021
Recommended review cycle	3-4 years Or if CCTV system is updated (locations)
This policy is schedule for review on	March, 2024

POLICY INFORMATION

School council approval required?	Yes
Policy Template	https://edugate.eduweb.vic.gov.au/edrms/kyprocess/cp/SitePages/SchoolPoliciesDetail.aspx?CId=101

POLICY HISTORY

Version	Month/Year
1	08/2019
2	04/2021