

# Bullying Prevention Policy

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## Help for non-English speakers.

If you need help to understand the information in this policy, please contact the college 5996 3544 or [cranbournesc@education.vic.gov.au](mailto:cranbournesc@education.vic.gov.au)

## Purpose

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

When responding to bullying behaviour, Cranbourne 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.

Cranbourne 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 Cranbourne Secondary College aims to prevent, address and respond to student bullying behaviour. Cranbourne 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.

## 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.*

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*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.

## 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. Cranbourne 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. Harassment of any kind will not be tolerated at Cranbourne Secondary College and may have serious consequences for students engaging in this behaviour. Cranbourne 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.

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## Bullying Prevention

Cranbourne 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 behaviours that are safe, respectful, responsible and kind.

Bullying prevention at Cranbourne Secondary College 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 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 behaviour strategies that discourage bullying (continuum of response) and promote positive behaviour (praise and credits).
- 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 including teaching and supporting students to be upstanders. This promotes resilience, assertiveness, conflict resolution and problem solving.
- All students are taught to say the stop phrase "That's enough" when they experience or witness bullying. Students who are engaging in bullying are taught to say the stop response "OK". This supports students to calmly stop the bullying behaviour. This is part of the upstander lesson.
- The MultiPride Peer Support Program encourages positive relationships between students of different cultures across all 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 a trusted staff member and older peers including members of the SRC and MultiPride 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.

## Incident Response

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

We encourage students to speak to their Pastoral Care Teacher of Year Level Engagement Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, education support staff, the student wellbeing team, etc.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Cranbourne Secondary College should contact their child's Pastoral Care Teacher or Year Level Engagement Coordination by phone on 5996 3544 or by email (relevant email addresses can be found on your child's Compass page).

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The student bullying prevention subcommittee sought feedback from students, staff and parents of Cranbourne Secondary College. The below two options will be provided to all students who report bullying to a staff member at Cranbourne Secondary College:

**Option 1:** The staff member (not a CRT) listens to the student and provides strategies to trial (if required)

1. The first thing the teacher will do is **listen**.
2. The teacher will then ask the student what strategies they might have already tried.
3. The teacher can then support the student to brainstorm additional strategies (if required). If a student suggests consequences prompt the student to consider selecting option 2.
4. The teacher will phone the student's parent/guardian to inform them of what has been happening and what strategies the student wants to trial. This will assist the parent to provide support. The teacher will tell the parent/guardian that we will be monitoring the situation as a team.
5. The student can return to the teacher at a later time and say they'd like to move to option two if option one hasn't addressed the bullying.
6. The teacher will check back in with the student in 2-3 days to see how things are going and if the suggested strategies have worked. During this first check in the teacher and student will negotiate a second check in. The student will be encouraged to come and see the teacher at a particular time, but if the student is nervous or hesitant the teacher can arrange to find the student to check in for a second time.

**Option 2:** A staff member can assist the student to work with a YLEC to follow the major behaviour logical consequence steps

- Major conference with both students (separately)
- Phone parents (of target and bully)
- Have parent meetings (SSGs)
- Issue consequences
  - Reflect and reset
  - Internal suspension
  - External suspension
- Offer mediation/restorative practice
- Offer wellbeing support

## Investigations

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

1. Record the details of the allegations on Compass; and
2. Inform the relevant Year Level Engagement Coordinator.

The Year Level Engagement Coordinator is responsible for investigating allegations of bullying in a timely and sensitive manner.

To appropriately investigate an allegation of bullying, the Year Level Engagement Coordinator 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 with the Year Level Engagement Coordinator 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.

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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 implement an appropriate response most effectively 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 Engagement Coordinator 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 teachers, Education Support Staff, the Student Wellbeing Team, SSS, Assistant Principal, Principal, Department of Education and Training specialist staff etc.

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, Cranbourne 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
- whether the students engaged in the bullying stopped the behaviour when the stop phrase "That's enough" was used by the target or an upstander
- the alleged motive of the behaviour, including any element of provocation.

The Year Level Engagement Coordinator 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, SSS or external agencies.
- Offer counselling support to the students engaging in bullying behaviour, including referral to the Student Wellbeing Team, SSS or external agencies.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Student Wellbeing Team, SSS or external agencies.
- 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 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).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan and/or Positive Behaviour Support 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, including resilience programs, Raise Mentoring, MAT and other programs facilitated by the Student Wellbeing Team.
- 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 Gender and

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Sexual Diversity, Respectful Relationships, Safe Minds etc.

- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, reflect and reset (previously known as 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.

Cranbourne 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 Engagement Coordinator 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:

- 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:

- [Bully Stoppers](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

## Evaluation

This policy will be reviewed every 2/3 years, 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 will be collected through:

- discussion and consultation with students and parent/carers
- regular student bullying surveys
- regular staff surveys
- [Bully Stoppers Data Collection 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
- number of minor instances of antisocial language and physical contact recorded on Compass
- number of major instances of bullying recorded on Compass
- Attitudes to School Survey
- [Parent Opinion Survey](#)

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

## Policy Approval and review

<b>Policy last reviewed</b>	Term 4, 2022
<b>Consultation</b>	School Council Term 4, 2022
<b>Endorsed by</b>	Principal - David Caughey
<b>Next review date</b>	Term 4, 2024