



# Craigieburn Secondary College

RESPECT RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY

## Bullying and Harassment Prevention

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### PURPOSE

Craigieburn Secondary College (CSC) is committed to providing a safe and respectful learning environment where bullying and/or harassment will not be tolerated. CSC has a School-Wide Positive Behaviour Support (SWPBS) framework in place that sets out the expected behaviours of students and staff. This aligns with the College values of Respect, Responsibility, Achievement and Community.

The purpose of this policy is to:

- explain the definition of bullying and/or harassment so that there is shared understanding amongst all members of the CSC community
- make clear that no form of bullying and/or harassment at CSC will be tolerated
- outline the strategies and programs in place at CSC to build a positive school culture and prevent bullying and/or harassment behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying and/or harassment behaviour, and accept responsibility to report bullying and/or harassment behaviour to school staff
- ensure that all reported incidents of bullying and/or harassment are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying and/or harassment behaviour (including targets, bystanders and students engaging in bullying and/or harassment behaviour)
- seek parental and peer group support in addressing and preventing bullying and/or harassment behaviour at CSC.

When responding to bullying and/or harassment behaviour, Craigieburn Secondary College aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying and/or harassment from happening again
- restore the relationships between the students involved.

Craigieburn Secondary College acknowledges that school staff have a duty of care to students and are required to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying and/or harassment behaviour.

### SCOPE

This policy addresses how Craigieburn Secondary College aims to prevent, address and respond to student bullying and/or harassment behaviour. Craigieburn Secondary College recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying and/or harassment which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our School-Wide Positive Behaviour Support (SWPBS) and Staged Response frameworks, in addition to the CSC *Student Wellbeing and Engagement* and *Inclusion and Diversity* policies.



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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 information).*

*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. Members of CSC community 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 School-Wide Positive Behaviour



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Support (SWPBS) and Staged Response frameworks, in addition to the CSC *Student Wellbeing and Engagement* and *Inclusion and Diversity* policies.

*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. CSC 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 CSC and may have serious consequences for students engaging in this behaviour. Craigieburn Secondary College will use its Staged Response framework and *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 and Harassment Prevention Policy*.

### BULLYING AND HARASSMENT PREVENTION

Craigieburn 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 and/or harassment behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying and/or harassment prevention at CSC 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 and/or harassment. At our school:

- students are expected to model the school values as outlined in the SWPBS Student Behaviour Matrix
- 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/or harassment and promote positive behaviour
- a range of year level incursions and programs are planned for each year to raise awareness about bullying and/or harassment and its impacts
- in the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and/or harassment and how to respond to bullying and/or harassment behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving



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- 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 and/or harassment they have experienced or witnessed
- we participate in both Harmony day and the National Day of Action against Bullying.

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

### INCIDENT RESPONSE

#### Reporting concerns to Craigieburn Secondary College

Bullying and/or harassment complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying and/or harassment behaviour, or students who have witnessed bullying and/or harassment behaviour, are encouraged to report their concerns to school staff as soon as possible.

Our ability to effectively reduce and eliminate bullying and/or harassment behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by CSC are timely and appropriate in the circumstances.

We encourage students to speak to either their classroom teacher or their respective Year Level Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, integration aides, administration staff or members of the Allied Health team.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying and/or harassment behaviour at CSC should contact the school by phone on 9308 1144 or by email [craigieburn.sc@education.vic.gov.au](mailto:craigieburn.sc@education.vic.gov.au) and request that their concern be forwarded to the relevant sub school.

#### Investigations

When notified of alleged bullying and/or harassment behaviour, school staff are required to:

1. record the details of the allegations on Compass; and
2. inform the relevant Year Level Coordinator, Sub School Manager and Assistant Principal.

The Year Level Coordinator is responsible for investigating allegations of bullying and/or harassment in a timely and sensitive manner. To appropriately investigate an allegation of bullying and/or harassment, the Year Level Coordinator may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying and/or harassment behaviour/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved



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- 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 Coordinator in the course of investigating an allegation of bullying and/or harassment 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 and/or harassment behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying and/or harassment will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying and/or harassment, including serious cyberbullying and/or harassment, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

### Responses to bullying and/or harassment behaviours

When the Year Level Coordinator has sufficient information to understand the circumstances of the alleged bullying and/or harassment and the students involved, a number of strategies may be implemented to address the behaviour and support affected students. These will be implemented in consultation with the Sub School Manager and relevant Assistant Principal, Principal and possibly Department of Education and Training specialist 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 and/or harassment behaviour, Craigieburn Secondary College will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying and/or harassment, and the impact it has had on the target student
- whether the student/s engaging in bullying and/or harassment behaviour have displayed similar behaviour before
- whether the bullying and/or harassment took place in a group or one-to-one context
- whether the students engaging in bullying and/or harassment behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

The Year Level Coordinator and Sub School Manager may implement all, or some of the following responses to bullying and/or harassment behaviours:

- offer counselling support to the target student or students, including referral to the Allied Health team or an external provider where necessary
- offer counselling support to the students engaging in bullying and/or harassment behaviour, including referral to the Allied Health team or an external provider where necessary
- offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Allied Health team or an external provider where necessary



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- 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, including Restorative Practices, involving the target student(s), the students engaging in bullying and/or harassment 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 and/or harassment.
- facilitate a Student Support Group meeting and/or Student Support Plan for affected students.
- if necessary, prepare a Student Safety Plan restricting contact between target and students engaging in bullying and/or harassment behaviour.
- provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including targeted and individual-level intervention programs, delivered by the Allied Health Team, such as Emotional Regulation and Developing Resilience
- 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, through the implementation of the Whole-School Wellbeing Curriculum Map, for example Personal Learning program (curriculum), Peer Support program and year level explicit teaching of values.
- implement disciplinary consequences for the students engaging in bullying and/or harassment 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.

Craigieburn Secondary College understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying and/or harassment behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying and/or harassment incidents.

The Sub School Manager and relevant Assistant Principal are responsible for maintaining up to date records of the investigation of and responses to bullying and/or harassment behaviour.

Refer to Appendix A: 'Staged Response for Bullying and Harassment' for the College's Bullying and Harassment Resolution and Staged Response process.





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### FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies and processes:

- 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 and/or harassment, as well as supporting students who have been the target of bullying and/or harassment 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 three years, or earlier as required following an incident or analysis of new research or school data relating to bullying and/or harassment, 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 and/or harassment surveys
- regular staff surveys
- Stymie data collection tool
- [Bully Stoppers Data Collection](#) tool
- assessment of other school-based data, including the number of reported incidents of bullying and/or harassment in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- [Parent Opinion Survey](#)

Proposed amendments to this policy will be discussed with College staff, Student Representative Council, parents groups and school council.

### REVIEW CYCLE

This policy was last updated on 14/10/20 and is scheduled for review in October 2023.



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### APPENDIX A – STAGED RESPONSE FOR BULLYING AND HARRASSMENT



#### Staged Response for Bullying and Harassment

