BULLYING PREVENTION POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact 9803 4590 or burwood.east.sds@education.vic.gov.au

PURPOSE

Burwood East Special Developmental School (BESDS) 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 BESDS community
- make clear that no form of bullying at BESDS will be tolerated
- outline the strategies and programs in place at BESDS 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 understands the importance of reporting 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, witnesses and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at BESDS.

When responding to bullying behaviour, BESDS 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.

Burwood East Special Developmental School (BESDS) 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 BESDS aims to prevent, address and respond to student bullying behaviour. BESDS 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*, *Inclusion and Diversity Policy, Duty of Care Policy* and *Statement of Values and School Philosophy*.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

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.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: Bully Stoppers (education.vic.gov.au) and the Department's Bullying Prevention and Response policy on the Policy and Advisory Library.

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 our *Student Wellbeing and*

Engagement Policy, *Inclusion and Diversity Policy, Duty of Care Policy* and *Statement of Values and School Philosophy* and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

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. BESDS 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.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our *Inclusion and Diversity Policy*.

Bullying Prevention

Burwood East SDS has a number of programs and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at BESDS 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 identify and implement evidence-based programs and initiatives from the Schools Mental Health Menu that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate. For example, School Wide Positive Behaviour Support, Respectful Relationships, The Song Room, Making SPACE for Learning, Community Understanding and Safety Training.
- We strive to build strong partnerships between the school, families and the broader community which means all members work together to ensure the safety of students.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History (and the development of a Reconciliation Action Plan), to promote mutual respect and social cohesion.

- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQA+ students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- 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.
- BESDS has identified a range of whole-school Tier 1 preventative strategies:
    - Modelling and promoting our school values: be a communicator, be a learner, be safe.
    - Implementing Respectful Relationships curriculum and SoSAFE!, to support a whole school approach to teaching social skills and promoting social safety, including understanding relationships, appropriate behaviour and protective behaviours.
    - The planning and provision of effective supervision in the school environment with specific roles allocated.
    - Promotion, reinforcement and celebration of positive social behaviours.
    - Monitoring of incidents.
    - Provision of play areas and learning spaces, to cater for student needs, and provide communication support resources.
    - Review and adjustments to staffing to support student needs.
    - Explicit teaching of playground and classroom rules and expectations.
- Tier 1 supports through the SWPBS approach teaching directly and formally how to behave in safe and respectful ways throughout the school, with an emphasis on teaching and encouraging positive social skills and respectful behaviour. This is paired with positive attention through a reward system whereby acknowledgements are immediate and labelled with behaviour-specific praise.
- Tier 2 supports as additional preventative strategies i.e. targeted social skills instruction, increased adult supervision and positive attention, specific, immediate feedback on student behavioural progress.
- Tier 3 supports such as targeted behaviour intervention planning in the implementation of Prevent Teach Reinforce to reinforce positive behaviours

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

Incident Response

Reporting concerns to Burwood East SDS

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult 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 BESDS are timely and appropriate in the circumstances.

We encourage students to speak to their class teacher. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, the Principal, Assistant Principal, Leading teachers, Mental Health practitioner or Family Support Coordinator.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at BESDS should contact the principal, Helen Smith, on 98034590.

Investigations

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

1. record the details of the allegations on Compass; and
2. inform i.e. the relevant teacher, Leading teachers, and Principal.

The Principal and/or Leadership team is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Principal and/or Leadership team 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 parent/carer(s) 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 Principal and/or Leadership team 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.

Responses to bullying behaviours

When the Principal and/or Leadership team member 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 classroom staff, leadership team, therapy team leader, wellbeing team, mental health practitioner, family support coordinator.

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, BESDS will consider:

- the age, maturity and individual circumstances 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.

the Principal and/or Leadership team may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the Mental Health Practitioner, therapy team, Family Support Coordinator to:
    - the target student or students
    - the students engaging in the bullying behaviour
    - affected students, including witnesses and/or friends of the target student.
- 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).
- 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 or Individual Management 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, i.e. connect affected students with an older Student Mentor.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Tier 1 supports through the SWPBS approach teaching directly and formally how to behave in safe and respectful ways throughout the school, with an emphasis on teaching and encouraging positive social skills and respectful behaviour. This is paired with positive attention through a reward system whereby acknowledgements are immediate and labelled with behaviour-specific praise.
- Tier 2 supports as additional preventative strategies i.e. targeted social skills instruction, increased adult supervision and positive attention, specific, immediate feedback on student behavioural progress.
- Tier 3 supports such as targeted behaviour intervention planning in the implementation of Prevent Teach Reinforce to reinforce positive behaviours
- Implement proportionate 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.

Burwood East SDS 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 Principal and Leadership team is 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
- https://www.besds.vic.edu.au/

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
- Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy

Our school also follows the Department of Education and Training policy relating to bullying including:

- Bullying Prevention and Response
- Cybersafety and Responsible Use of Digital Technologies
- Equal Opportunity and Human Rights - Students
- LGBTIQA+ Student Support 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
- Report racism or religious discrimination in schools
- Kids Helpline
- ReachOut Australia
- Lifeline
- Bullying. No way!
- Student Wellbeing Hub
- eSafety Commissioner
- Australian Student Wellbeing Framework

EVALUATION

This policy will be reviewed every 2 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 to inform this review will be collected through:

- discussion and consultation with students and parent/carers
- BESDS Parent surveys
- BESDS staff surveys
- 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

Proposed amendments to this policy will be discussed with the school council.

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	September 2026