



Malvern Central School

Bullying Prevention Policy

PURPOSE

Malvern Central School 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 Malvern Central School community
- make clear that no form of bullying at Malvern Central School will be tolerated
- outline the strategies and programs in place at Malvern Central School 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 Malvern Central School.

When responding to bullying behaviour, Malvern Central School 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.

Malvern Central School 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 Malvern Central School aims to prevent, address and respond to student bullying behaviour. Malvern Central School 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 *MCS Student Engagement and Wellbeing Policy* and *MCS Inclusion and Diversity Policy*

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

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 *MCS Student Engagement and Wellbeing Policy* or *MCS 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. Malvern Central School will use its *Student Engagement and Wellbeing 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 Malvern Central School and may have serious consequences for students engaging in this behaviour. Malvern Central School will use *its MCS Student Engagement and Wellbeing 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

Malvern Central School 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 Malvern Central School 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 incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, the *Resilience, Rights and Respectful Relationships* curriculum, *Personal and Social Capability* curriculum and *Circle Time for Emotional Literacy* program teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution, positive coping and problem solving.
- The Peer Mediation program and Lunch clubs across both campuses encourages 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 *MCS Student Engagement and Wellbeing Policy*.

Incident Response

Reporting concerns to Malvern Central School

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 Malvern Central School are timely and appropriate in the circumstances.

We encourage students to speak to their teacher, however, students are welcome to discuss their concerns with any trusted member of staff including Integration Aides, Assistant Principal or Principal.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Malvern Central School should contact their child's classroom teacher.

Investigations

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

1. record the details of the allegations in Compass Chronicle and
2. inform Wellbeing Leader, Assistant Principal or Principal.

The Wellbeing Leader, Assistant Principal or Principal are responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, they 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 Wellbeing Leader, Assistant Principal or 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 Wellbeing Leader, Assistant Principal or 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 the classroom teacher or 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 behaviour, Malvern Central School 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 classroom teacher, Wellbeing Leader, Assistant Principal or Principal may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to DET Student Support Services or external provider.
- Offer counselling support to the students engaging in bullying behaviour, including referral to DET Student Support Services or external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to DET Student Support Services or 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 Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Lessons from the Resilience, Rights and Respectful Relationships curriculum
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our *MCS Student Engagement and Wellbeing Policy*, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Malvern Central School 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.

Classroom teacher, Principal or Assistant Principal are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

We are committed to the use of a staged approach for behaviour management and consequences for inappropriate or unacceptable behaviours. Depending on the severity of the behaviour, the process may commence at any of the following six stages. In some cases, the process may be sequential.

Incident of bullying behaviours brought to the attention of homeroom teacher or School Leadership.



Restorative Chat with students involved and Student Wellbeing Team member to ensure all parties have been spoken with and it is agreed that the situation has been resolved satisfactorily and all parties feel reassured and safe. Parents are informed, students are monitored and incident recorded on Compass Chronical.



Meeting with Principal/Assistant Principal, parents and DET Student Support Officer to arrange appropriate support depending on severity of incident. *e.g.*
Mediation
Counselling
Positive Behaviour Support Plan
Suspension
Behaviour will be recorded on Compass Chronical and management will include a Positive Behaviour Support Plan and ongoing monitoring of agreed processes.



Extreme bullying behaviours will result in immediate suspension, and possible involvement of relevant external authorities.

If after repeated suspensions within Department of Education and Training guidelines, behavioural problems of a serious nature continue, the Principal and Assistant Principal will meet with the student and parents leading to alternative schooling arrangements.

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.

COMMUNICATION

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Made available in hard copy from school administration on request.

FURTHER INFORMATION AND RESOURCES

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

- *MCS Statement of Values and School Philosophy*
- *MCS Student Engagement and Wellbeing Policy*
- *MCS Acceptable Use of Digital Technology*
- *MCS Complaints and Concerns Policy*
- *MCS Duty of Care Policy*
- *MCS Inclusion and Diversity Policy*
- *MCS Communication with Staff 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 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 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
- Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with teachers, student representatives and school council.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2021
Consultation	Staff, Students, School Council - November 2021
Approved by	Principal
Next scheduled review date	November 2024