**Sunbury College Bullying and Harassment Policy**

**Updated July 2017**

**Rationale**

Sunbury College is committed to the provision of a positive, safe and caring learning environment upholding a zero tolerance of bullying and harassment inline with our commitment to *Child Safe Standards* and the *Respectful Relationships* program The College aims to promote the achievement of success and excellence.

**Purpose**

To relate to and be consistent with the ‘Effective Schools are Engaging Schools: *Student Engagement Policy Guidelines*’, in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behavior

* To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
* To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
* To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
* To maximise student learning opportunities and performance through engagement
* To provide genuine opportunities for student/parent participation and student/parent voice
* To build a school environment based on positive behaviours and values
* To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk

**Guidelines**

All members of the College community should act to prevent and eliminate Bullying and Harassment.

***Staff*** should be assertive and consistent in dealing with all forms of Bullying and Harassment

* Be observant of students who exhibit signs of distress or changes of behaviour
* Be vigilant by actively patrolling when on yard duty, being prompt in arriving at class and in moving between classes
* Assist students who have experienced bullying and remove sources of distress without placing students at further risk
* Report all suspected incidents in accordance with the College procedures

***Students***should

* Avoid involvement in any bullying situation
* Be mindful of any behaviour that has the potential to distress another person
* Take preventative action where appropriate
* Report incidents to a trusted teacher, the House Leaders, Student Well-being Co-ordinator, Youth Engagement Officers or the Assistant Principals

***Parents***are requested to

* Watch for signs of distress or changes in behaviour in their child (refer to “*Strategies for Parents and Guardians to deal with Bullying*”)
* Report to the College if they suspect their child is being bullied or if their child is bullying other students, or other students that they know are being bullied

**Definition**

Bullying is when a person, or a group of people, upset or harm another person, either psychologically or physically by targeting their property, reputation or social acceptance.

There are three broad categories of bullying:

**Direct physical bullying**

This includes repeatedly hitting, tripping and pushing, or damaging someone’s property

**Direct verbal bullying**

This includes repeated name-calling, insults, homophobic or racist remarks and verbal abuse.

**Indirect bullying**

This form of bullying is harder to recognise and is often carried out behind the bullied persons back. It is designed to harm someone’s social reputation or cause humiliation. Indirect bullying includes:

 Lying or spreading rumours

 Playing nasty jokes to embarrass and humiliate

 Mimicking

 Encouraging others to socially exclude someone

 Damaging someone’s social reputation and social acceptance

 Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate

**Procedures for Responding to Bullying**

*Emphasis on restorative practices/behavioural change within a zero tolerance framework.*

*Escalating consequences for choosing not to change.*

**STAGE ONE**

**If initial incident is not severe**

It is the **teacher’s responsibility** to take assertive action when confronted with an incident of mild/moderate bullying.

**Action:** Speak to the victim and determine the appropriate procedural options.

**Procedural options:**

* 1. Non-confrontational/indirect influence strategies (Practices 1-4)
  2. Assertive communication of zero tolerance (Practice 5)
  3. Restorative questioning (Practice 6)
  4. Private conference/discussion
  5. Student action eg. apology

**If bullying/harassment has been on-going or of a more severe nature, the teacher should refer to the sub-school via the on-line Bullying Report Form (Compass)**

**STAGE TWO**

**Persistent or severe bullying**

**Action: Involvement of House Leaders/AP’s/P**

Investigation of reported incident/s

Process

* + 1. Statements from student/s involved
    2. Teacher/By-stander statements

*If bullying is verified*

* + 1. Enter into Compass

**Procedural options** that may be undertaken:

1. Assertive communication of zero tolerance
2. “Think Time” detention with restorative questioning
3. Official warning
4. Parent notification in writing/email
5. Bullying/harassment contract (suspension if broken)
6. Principal’s Detention/Suspension

**If no resolution and no behavioural change evident**

**STAGE THREE**

**Action: Student Well-being** referral (student agreement to work on behaviour changes)

Student Wellbeing Staff aim to

* provide resources for change in the behaviour of the student responsible through contract building and monitoring, individual or group counselling and referrals to outside agencies.
* meet the needs of the victim of bullying in providing support through counselling or referral to outside agencies.