

Bullying & Harassment Policy

Rationale:

Craigieburn Secondary College adopts a 'zero-tolerance policy' towards all forms of bullying. All members of Craigieburn Secondary College have the right of respect from others, the right to learn or to be taught, and a right to feel safe and secure in their school environment.

This policy is part of and to be read in conjunction with the *Student Engagement Policy* and the *Education and Training Reform Act 2006*

Policy Statement:

To create a safe and respectful school environment, and prevent bullying, cyber bullying and other unacceptable behaviours, Craigieburn Secondary College will:

- Promote and support safe and respectful learning environments where bullying is not tolerated
- Put in place whole-school strategies and initiatives as outlined in the Department's anti-bullying policy
- Develop a Student Engagement Policy that includes processes and strategies to prevent and respond to incidents of bullying and other forms of unacceptable behaviour.
- Involve students, staff and parents in updating the Student Engagement Policy
- Work in partnership with parents to reduce and manage bullying
- Take a whole-school approach focusing on safety and wellbeing

Definition:

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status, and other reasons.

Physical

Persistent pushing, hitting, bumping, kicking, obstructing, confining, practical jokes, stealing, damaging or interfering with personal property.

Verbal

Persistent threats of violence, name-calling, teasing, picking on, mocking, taunting, making put-down comments, belittling, insulting, constant criticism, sexual comments of a demeaning nature, cultural and religious slurs, shouting at and swearing at.

Indirect

Indirect bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

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Department of Education
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Victoria Government Schools

Provider Number 8705

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Cyber bullying can be perpetrated at any time of the day of the week. Under regulations 40 and 41 of the Education Regulations 1997, principals can suspend or exclude a student who acts in a manner that threatens the safety or wellbeing of a student or member of staff, or another person associated with the school. These regulations do not preclude an event that occurs outside of school hours or off site.

Written

Cyber bullying: Episodes of writing abusive emails, SMS, creation of sites with a deleterious impact on individual or organization, creating a demeaning alias to target individual, social networking site or notes.

<http://www.bullyonline.org/workbully/bully.htm>

Social Psychological

Persistent episodes of excluding from activities, ignoring, threatening looks, "keeping-off", threatening and aggressive staring.

Racism, Sexual Harassment and Sexual Orientation

Craigieburn Secondary College acknowledges that racism, sexual harassment and harassment due to a person's sexual orientation are examples of bullying behaviour that warrant special mention. They may take the form of any of the types of bullying behaviour described above.

The College seeks to educate its community to tolerate, accept, embrace and learn from people from different genders and different ethnic and cultural backgrounds.

What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- **Mutual conflict:** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. 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. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

Aim:

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- To ensure everyone within the school community is alert to signs and evidence of bullying and are aware of their responsibility to report bullying to the appropriate authority whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators using a restorative approach to reach closure.
- To seek parental and peer-group support where appropriate.

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Implementation:

- As part of the Effective Schools are Safe Schools Policy, Craigieburn Secondary College is committed to addressing bullying and harassment in the following key areas:

Strategies	Actions
Parent, teachers, students and the community are made aware of the College's stance on bullying, its characteristics and the College programs and response.	<ul style="list-style-type: none">• Items in the school newsletter• Documentation in the student diary
Professional development for staff relating to bullying, harassment and the strategies that counteract them are facilitated.	<ul style="list-style-type: none">• Professional development and restorative practices and anti-harassment are delivered via meetings of staff.
Student workshops, productions and program that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving are further developed.	<ul style="list-style-type: none">• Development and delivery focus on the Wellbeing program across the College.
Students are encouraged to develop a range of strategies for dealing with teasing and bullying incidents.	<ul style="list-style-type: none">• Delivery occurs through the Wellbeing program across all the College.
The Anti-Bullying Policy and procedures are included in induction packages for new staff.	<ul style="list-style-type: none">• Staff induction packs contain documentation of the CSC Anti-Bullying Policy and procedures.
The CSC staff, SRC and Peer Support leaders' model respectful behaviour.	<ul style="list-style-type: none">• Staff professional development programs in relation to wellbeing of students will continue.• SRC and Peer Support Leaders undertake special training programs in modelling respectful behaviour.
Students are made aware of the support people available to assist with bullying issues, and the steps involved in reporting and dealing with harassment issues.	<ul style="list-style-type: none">• Wellbeing activities workshop students through reporting processes.

Intervention Stage:

- All reported incidents or allegations of bullying are fully investigated and documented as per Bullying Resolution Process Flowchart.
- Both the alleged bully and the victim are offered counselling and support by College Wellbeing team.
- If bullying is ongoing, despite restorative practices, parents are contacted and consequences implemented consistent with the College Student Engagement Policy.

Consequences may include:

- Yard Duty
- Withdrawal from class
- Withdrawal of privileges
- Detention
- Internal suspension
- External suspension
- Required to attend behavioural sessions or counselling
- Anti-Bullying Card
- Online Bullying Modules
- Exclusion
- Expulsion

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Evaluation:

- This policy will be received by Year Level Coordinators and Student Wellbeing Coordinator as part of the three year review cycle. The review process will include a survey of staff, students and parent/guardians.
- As Part of the College review cycle this policy will be reviewed every three years.

References:

- Craigieburn Secondary College – Bullying Guide for Parents and Guardians
- Craigieburn Secondary College – Wellbeing Website (internal)
- Student Safety (Protection & Support) Bullying Advisory Guide Department of Education and Early Childhood Development
<http://www.education.vic.gov.au/management/governance/spag/safety/protection/bullying.htm>
- Building Respectful and Safe Schools DEECD
<http://www.education.vic.gov.au/healthwellbeing/respectfulsafe/default.htm>
- Bullying No Way <http://www.bullyingnoway.gov.au/>
- Safe Schools National Framework
<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx>
- Education and Training Reform Act 2006

This policy was last ratified by School Council on :

This policy will be reviewed:

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Bullying & Harassment Resolution Process

