LALOR SECONDARY COLLEGE

Anti-Bullying Policy

2016-2017

AIM

The Anti-Bullying policy aims to empower the whole school community to recognise and respond appropriately to bullying and harassment and to contribute to the general health and wellbeing of all students.
GUIDING PRINCIPLES
Lalor Secondary College is a vibrant school where learning is valued and students empowered to become lifelong responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded.

MISSION
The community of Lalor Secondary College values the diversity of our students and acknowledges the abilities and rights of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential.

Our school is a place where:
- Students feel safe and well cared for
- Students are expected to reach their potential
- Students have the opportunity to engage in a range of co-curricular and extra-curricular opportunities
- Everyone is expected to observe and follow the College Values
- Students’ achievements are acknowledged and celebrated through Year Level Assemblies
- Outstanding student achievement is celebrated at Presentation Evening.

As a consequence and in support of the above, and in line with Department of Education and Early Childhood Development requirements, the following Anti-Bullying Policy has been established.

This policy will empower the whole school community to recognise and respond appropriately to bullying and harassment and to contribute to the general health and wellbeing of all students.

DEFINITION
The following definition and information listed in this section is taken from the Department of Education and Early Childhood Development School Policy and Advisory Guide 2012.

<table>
<thead>
<tr>
<th>Category</th>
<th>Includes</th>
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<tbody>
<tr>
<td>Direct physical bullying</td>
<td>• hitting, kicking, tripping, pinching and pushing or damaging property</td>
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<tr>
<td>Direct verbal bullying</td>
<td>• name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.</td>
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<tr>
<td>Indirect bullying</td>
<td>• action designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:</td>
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<tr>
<td></td>
<td>- lying and spreading rumours</td>
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<tr>
<td></td>
<td>- playing nasty jokes to embarrass and humiliate</td>
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<tr>
<td></td>
<td>- mimicking</td>
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<td></td>
<td>- encouraging others to socially exclude someone</td>
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<tr>
<td></td>
<td>- damaging someone’s social reputation or social acceptance</td>
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<tr>
<td>Cyberbullying</td>
<td>• direct verbal or indirect bullying behaviours using digital</td>
</tr>
</tbody>
</table>
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 or other reasons.

This table describes the categories of bullying.

**Note:** 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.

**SCHOOL APPROACH**
Lalor Secondary College endeavours to address Bullying through a variety of mediums which are listed below:
- 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 and implement a Student Code of Behaviour that includes processes and strategies to prevent and respond to incidents of bullying and other forms of unacceptable behaviour.
- work in partnership with parents to reduce and manage bullying.
- take a whole-school approach focusing on safety and wellbeing.

**RESPONSIBILITIES**
**Students**
If a student feels that they are being bullied, or has witnessed bullying behaviour as ‘a bystander’, they should:
- tell the person that they are being a bully and to stop the behaviour
- support the person who is being bullied and request help from a teacher at the time of the incident
- report behaviour to class teacher or any other staff member
- not bully others
- be aware that if students have witnessed bullying behaviour as a bystander and do nothing, there may be consequences for their behaviour.
All Staff
If a student reports a bullying incident or a staff member witnesses incidents of bullying they should:
- listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour
- find out the background and attempt to resolve the incident
- refer the incident to the appropriate student manager, if follow up is required
- model appropriate behaviours at all times
- implement curriculum that supports social education and student well being

Student Managers, Sub School Leaders and Staff Wellbeing Coordinator
- Provide support to targets of bullying
- Provide support for bullies (i.e. anger management, etc.)
- Ensuring the school anti-bullying policy is implemented consistently throughout the school
- Make contact with parents regarding bullying incidents
- Encourage students to continue to report incidents of bullying behaviour
- Disseminate information regarding the school’s anti-bullying policy, procedures and curriculum

Parents and Caregivers
- Watch for signs that your child may be being bullied
- Encourage students to report any incidences of bullying
- Contact the relevant Student Manager if you are aware that any child is being bullied
- Encourage your child to become emotionally resilient
- Support anti-bullying curriculum covered at school
- Contact the school for further information re support available
- Cyber-Bullying – Parents should contact the police if their son/daughter is being constantly harassed via social media. This incident should also be reported to the school, so the impact of this incident on the relationships of those involved is made aware to the school and the safety of all involved can be maintained.

SCHOOL PROCEDURES
Bullying is either a Level Two or Level Three offence according to the Lalor Secondary College Student Code of Behaviour and is managed according to the following guidelines.

The classroom teacher or the teacher “on the spot” is in charge of the situation and manages any problems - with the Student Manager or Sub School Leader being kept informed or involved as appropriate. If contact with the family is needed the Student Manager or Sub School Leader will coordinate this process.
Process for dealing with bullying at Lalor Secondary College

<table>
<thead>
<tr>
<th>Person reporting incident</th>
<th>Student Manager</th>
<th>Related documents</th>
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</thead>
<tbody>
<tr>
<td>Reports incident to Student Manager</td>
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<tr>
<td>Collects all documentation</td>
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<td></td>
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<tr>
<td>Speaks with those involved &amp; collects statements</td>
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<td></td>
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<tr>
<td>Makes informed judgement</td>
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<td></td>
</tr>
<tr>
<td>Bullying has not taken place</td>
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<td></td>
</tr>
<tr>
<td>Bullying has taken place. First Occasion</td>
<td></td>
<td></td>
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<tr>
<td>Bullying has taken place. Second Occasion</td>
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<td></td>
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<tr>
<td>Bullying has taken place. Third Occasion</td>
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<tr>
<td>Repeated incidents</td>
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<td>Incident Report Forms</td>
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<td>Incidents</td>
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<td>First Occasion</td>
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</table>

1. Detention given
2. Student warned of consequences of further bullying
3. Name placed in Compass

1. Saturday Detention given.  
2. Contract signed  
3. Student warned of consequences of further bullying  
4. Name placed on Compass

1. Suspension  
2. Student warned of consequences of further bullying

1. Length of suspension increased  
2. May be dealt with under a Level 3 Code of Behaviour Bullying / Harassment offence.  
3. Name placed in Compass  
4. Referred to Wellbeing Team and relevant Principal Class member.
Mediation process – Student Code of Behaviour

Where deemed appropriate, mediation is to occur with the Student Wellbeing Leader or representative. Mediation is a tool that can be used to assist in resolving conflict between students. Not all conflict situations are appropriate for mediation. Staff and students should use their judgement in determining when this process is suitable.

A student’s involvement in the mediation process should be voluntary. Students should be prepared for the mediation prior to the meeting so that they have a clear understanding of the process and what will be expected of them.

Mediators can be members of the Wellbeing Team, Sub School Leader and/or Student Managers. Mediators are impartial. They ensure that confidentiality is preserved by all parties. They are not concerned with assigning blame or punishment. The emphasis is on negotiation, and coming to a shared agreement.

An outline of the mediation process is provided in Appendix G of the Student Code of Behaviour.

Counselling and referral will be provided when and where appropriate.

Related Documents.

*Education and Training Reform Act 2006*

*Lalor Secondary College Student Code of Behaviour 2014*

*Lalor Secondary College Student Engagement policy 2013-2015*

*Lalor Secondary College Incident Report Form- Appendix A*
APPENDIX A

Lalor Secondary College Incident Report Form

Date: ___________________   Reported by: ___________________________

Where the incident took place:   School Grounds / Classroom / Corridor / Toilet / Cyber
                                  Travelling To / From School / Other: ______________________

When the incident took place:   During Class / Recess / Lunch / Before/After School /
                                  Other: __________________________

Date and time of incident:     ____/____/____  ________am/pm

Nature of Incident: (Please circle)

● **Verbal**: name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
● **Physical**: hitting, punching, kicking, scratching, tripping, spitting, bumping, pushing
● **Social**: ignoring, excluding, ostracising, alienating, making inappropriate gestures
● **Psychological**: spreading rumours, dirty looks, hiding or damaging possessions,
                              malicious SMS, social networking posts, email messages, inappropriate
                              use of camera phones and digital manipulation of photos

● **Other**: (Please specify)

Names of students involved: ___________________________________________________________
_________________________________________________________________________________

Names of witnesses: _________________________________________________________________

Description of incident: _____________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

*Attach other documentation if necessary*

Please forward this form to the relevant Student Manager / Sub-School Leader / Principal
Class Member

Office Use Only

☐ SM received this report ____/____/____   ☐ Forward to SSL ____/____/____
☐ SM followed this up ____/____/____    ☐ Forward to SW ____/____/____
☐ No further action required ____/____/____ ☐ Parent notified ____/____/____
☐ Filed by SM into student file ____/____/____  ☐ Recorded on SMT ____/____/____