	TITLE	**BULLYING PREVENTION**		
	VERSION/YEAR	4/2018		
	PUBLISHED LOCATIONS	COMPASS, WEBSITE		
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	REVIEW DATE	MAY 2019		
BERWICK COLLEGE POLICY	REVIEWED BY	ASSISTANT PRINCIPAL	RATIFIED BY	COLLEGE COUNCIL

PURPOSE:	• To ensure that Berwick College policies and procedures accurately reflect the College operations, values, service standards, educational philosophy and goals and meet all legislative, compliance and duty of care requirements. • The Victorian Registration and Qualifications Authority (VRQA) requires Victorian schools to have a policy which provide students with a safe learning environment where the risk of harm is minimised and they feel physically and emotionally secure.
BACKGROUND:	• Berwick College seeks to provide a positive culture where bullying is not accepted and ensure that all students and staff members will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.
RELATED DOCUMENTS:	• DET Bullying Prevention Policy • DET STUDENT Engagement and Inclusion Guidance • Staff Handbook • http://www.education.vic.gov.au/hrweb/divequity/Pages/culture.aspx • *Multicultural Victoria Act* 2011, *Racial and Religious Tolerance Act* 2001 • Berwick College Mandatory Reporting and Student Engagement Policy • Berwick College Parent Concerns and Complaints Policy

RATIONALE:

Berwick College will actively promote a positive and welcoming personal environment for all members of the College community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

AIMS

Berwick College will:

• Reinforce within the College community what bullying is, and the fact that it is unacceptable

• Ensure everyone within the College community is alert to signs and evidence of bullying and instill a responsibility in all College members to report bullying

• Ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators

• To seek parental and peer-group support and co-operation at all times.

DEFINITION:

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Bullying can take many forms and can be planned and organised. It may be demonstrated as follows:

Cyber-bullying: Consists of covert, psychological bullying, conveyed through the electronic mediums. It is verbal (using phones), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

Harassment:	Any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.
Physical bullying:	Includes fighting, pushing, shoving, pinching, kicking, aggressive 'play' fights, or any unwanted touching that is used to harm or hurt or intimidate. This also includes provoking food allergic students with the food to which they are allergic.
Verbal bullying:	Includes name calling, offensive language, putting others or their family down directly or behind their backs, teasing people because of their culture, gender, sexuality, family, friends, appearance, social background or religion and humiliating someone through sarcasm or insults.
Visual bullying:	Includes offensive notes or electronic material either handwritten or computer generated, damaging other people's possessions, giving 'looks' and non-verbal signs which are used to intimidate.
Exclusion:	Deliberately leaving people 'out' of activities or treating them as if they don't exist, spreading rumours, deliberately making social invitations in front of them but not to them.
Extortion:	Includes using stand-over tactics to control someone else's behaviour, e.g. to give up possessions, buy food or drink or do work for them, picking on others, using threats to 'get' people.
Racial Vilification	includes diminishing an individual's sense of self-worth, dignity and belonging to the community. Racial and religious vilification can also reduce an individual's ability to contribute to and participate in the social, political, economic and cultural life of our society. This has the effect of reducing the benefit that diversity brings to the community.
Sexual bullying:	Involves touching or brushing against one in a sexual manner, sexually oriented jokes, drawing or writing about someone's body, unwanted invitations of a sexual nature, using rude names, and asking questions about another person's private life.
Telephone bullying:	Includes students repeatedly telephoning the target's home/ mobile phone with the intention to harass or cause discomfort or spread rumours.

Sending email, or SMS text messages, pictures/images or any form of digital communication is bullying when it harasses, intimidates or causes discomfort or spreads rumours. The filming/videoing (and distribution) of an 'incident' or image if it defames or embarrasses those targeted or brings the College in disrepute, whether to another or to social media is not permitted.

IMPLEMENTATION:
What will Berwick College do?

Berwick College will do its best to:

- Provide a safe environment for staff, students and parents

- Communicate the College's policy to parents, teachers, students and the community

- Provide a supportive environment, which encourages positive relationships between peers, staff and parents

- Provide curriculum material and discussion that focuses on appropriate social skills and behavior. Lessons will be delivered by guest speakers and Health classes

- Assist students to develop skills for resolving conflict and dealing with bullying incidents

- Maintain a pastoral care system that enables students to develop a feeling of connectedness, belonging and trust. All reports/complaints of bullying are taken seriously and will be investigated in a timely manner

- Document incidents of bullying as a pastoral note on Compass

- Peer mediation will deal with minor disputes between students, whereas the assistant principals,

student Learning Leader and Wellbeing Team will deal with more serious situations

- Provide regular updates to parents about the management of incidents in relation to their child within the bounds of the privacy legislation.

In extreme cases of unacceptable behaviour the Berwick College Principal reserves the right to expel a student whose behaviour contravenes the College's policies. Such cases may also be referred to the DET Student Critical Incident Advisory Unit, local police or the Victoria Police Youth Resource Officer if appropriate. In line with DET legislation, corporal punishment is not permitted at the College.

The College has a four-stage approach to address bullying.

*Stage 1. Prevention
- Provide clear communication to staff relating to bullying, and the strategies that counter-act bullying behaviours
- Increase community awareness and gain feedback relating to bullying, its characteristics and the College's programs and response
- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- Twice a year administer a bullying survey and act upon the results including analysing data to identify patterns of bullying behavior and potential 'hot spots' for bullying in the College environment
- Each classroom teacher to clarify the College policy on bullying at the start of each year
- Staff members, students and peer support delegates to promote the philosophy of Values For Life
- Provide activities to students at recess and lunch breaks.

*Stage 2. Early Intervention
- Promote children reporting bullying incidents involving themselves or others
- Classroom teachers are to regularly remind students to report incidents, and that reporting is not "dobbing"
- Encourage parents to contact the College if they become aware of a problem.

*Stage 3. Intervention
- Both bully and victim, identified through the bullying survey or following investigation of a report to the College, a witness, will be offered counselling and support
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the Berwick College's student code of expectations.

*Stage 4. Post incident
- **Consequences** may involve:
    - Peer mediation
    - Student welfare mediation
    - Exclusion from class
    - Exclusion from yard
    - External or internal suspension
    - Withdrawal of privileges
    - Community conference
    - Referral for counselling from an appropriate external professional agency for both victim and bully
    - Police involvement
    - Expulsion
- **Ongoing monitoring** of identified bullies
- **Rewards** for positive behavior.

Staff members are required to follow ~~the Mandatory Reporting~~ College policy and:

- Act as role models in their manner of relating to other members of the College community
- Observe signs of distress or suspected incidents of bullying
- Make efforts to remove occasions for bullying by active patrolling during supervision duty
- Arrive to class on time to eliminate the opportunity for bullying

- Do not ignore incidents of bullying in the classroom or the broader College environment
- Take steps to support both victim and bully and remove sources of distress without placing the victim at further risk
- Ensure the Four Stage interventions are consistently followed in response to reported incidents of bullying
- Consistently report suspected incidents or patterns of bullying behaviour to the appropriate staff member i.e. Student Learning Leader, Assistant Principal promptly, and ensure that all reported incidents are followed up and documented appropriately
- Ensure the Four Stage interventions are consistently followed in response to reported incidents of bullying.

Berwick College recommends that Parents/Caregivers:

- Watch for signs of distress in their children e.g. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising
- Take an active interest in their children's social life and acquaintances, including online activity
- Encourage their children to report incidents of bullying to a teacher. If possible get students to report and deal with the problem themselves. They can gain respect through taking the initiative and dealing with the problem without parental involvement
- Inform the College (Home Group Teacher, Learning Team Leader or Wellbeing Team) if bullying is suspected, even if their child is directly/indirectly involved
- Keep a written record (who, what, when, where, why, how)
- Do not encourage your child to retaliate
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation
- Be willing to attend interviews at the College if your child is involved in any bullying incident and to work with the College to find effective solutions.

What students can do to stop bullies and to support their peers:

- Tell someone when it happens
- If you feel confident, ask the bully to stop it in a firm and assertive manner
- If you witness bullying, talk to your parents or a teacher. Ask them for their advice.
- Reassure the person being bullied. Make sure they are fine and then tell a teacher. This will help to build up their confidence
- Stay cool and walk calmly away
- Talk to a teacher, your parents or friends that you trust
- Go to a safe area within the College and report it to a teacher
- Remember the DOB stands for "Don't Obey Bullies". If you do anything to support bullying either by giving encouragement to the bully or not reporting the incident then you help to keep it going.

Additional support can be provided by:

- **Kids Help line – 1800 55 1800** Australia's only free, private and confidential, phone counselling service specifically for young people aged between 5 and 25.
- **Victoria Police - Youth Resource Officer (Appendix A):** a policing youth framework that increases the capacity of police to deal with police and youth issues; meeting the needs of modern policing, operational police, the local community and government located at each local police station.

EVALUATION:
- This policy will be reviewed annually in line with the College's Annual Implementation Plan.

" Victoria Police is committed to providing intelligent and confident policing, focused on the development of partnerships and a community capacity that empowers individuals to build a safer Victoria. "

Victoria Police Youth Affairs Office

The Youth Affairs Office assists with training, research and policy issues within the area of youth.

The Office provides a co-ordination role for Local and State Governments and the community to provide support in the delivery of specialist operations department community programs and initiatives for the youth of Victoria.

The Youth Affairs Office incorporates the High Challenge Program, Blue Light State Coordination, Derby Hill Blue Light Youth Camps, Police Citizens Youth Clubs (PCYC), Victoria Police Youth Corps (VPYC) and Youth Resource Officers.

The Office also co-ordinates the Police Youth Officer of the Year Award and the Silk Miller Scholarships for Victoria Police.

The Youth Affairs Office is located at the Victoria Police Centre, Melbourne

Contact Your Local Youth Resource Officer

Youth Affairs Office

Victoria Police Centre
Level 9, Flinders Tower,
637 Flinders Street
Melbourne 3005
T. 03 9247 6195
F. 03 9247 6939

Victoria Police Youth Resource Officer

VICTORIA POLICE

Aims of Victoria Police

Victoria Police is committed to providing "intelligent and confident policing, focused on the development of partnerships and a community capacity that empowers individuals to build a safer Victoria".

Victoria Police wants better outcomes for children and young people. We believe that this can be achieved through Police working in partnership with key youth organisations within our community. This will enable a whole of community approach to identify and address local police/youth issues, by collaboratively developing systems which suit the local environment and the young people.

We need to address all the factors that influence young people. This includes community, culture, employment and education to improve community health and well-being to provide establish better pathways and opportunities for our young people.

This will provide young people with greater opportunities to achieve their potential.

Objectives

In addition, the role seeks to fulfill the following objectives:

- To provide a policing youth framework that increases the capacity of police to deal with police/youth issues, whilst addressing the needs of effective operational policing in partnership with the local community and government agencies.

- To engage all sectors of the community which develops the capacity of local communities to deal with youth issues.

Aims of Police Youth Resource Officer Model

The key aims of the Victoria Police Youth Resource Officer model is to:

~ Provide a service which best suits the needs of the organisation, local police and young people;

~ Work with local partners in identifying local youth issues and developing strategies with appropriate performance measures for success;

~ Work with local communities and partners to develop systems, support and services to provide young people with positive pathways for developing to their full potential;

~ Support and increase the capacity of local operational police to identify and address youth issues;

~ Provide an equitable policing service to both rural and metropolitan Victoria.

What is a Police Youth Resource Officer?

A Police Youth Resource Officer is a police member who specialises in child and youth related issues affecting our community.

They are a facilitator, co-coordinator and referral service provider of local youth services for police, youth and the community.

What is the role of a Police Youth Resource Officer?

The key aims of this role are to:

- Create and maintain a District Youth Profile

- Represent Victoria Police at a local level and undertake a leadership role in the community in relation to issues relating to policing and young people;

- Work in partnership with local communities to identify and target needs to develop strategies to support positive pathways for young people;

- Identify Youth Stakeholders both internally and externally to plan an integrated response to youth issues;

- Establish early intervention and crime prevention strategies for young people;

- Contribute to the education of police members and to support and increase their capacity to identify and address local youth issues;

- Develop local policing strategies that increase the capacity to identify and effectively deal with youth issues.

The Youth Resource Officer is supported and managed by the District Inspector.

There is at least one Youth Resource Officer in each Local Government Area to support and respond to youth issues.