

**Bullying Policy**

**Purpose**

Melton Primary 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 Melton Primary School community
* make clear that no form of bullying at Melton Primary School will be tolerated
* outline the strategies and programs in place at Melton Primary 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 understands the importance of reporting 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, witnesses and students engaging in bullying behaviour)
* seek parental and peer group support in addressing and preventing bullying behaviour at Melton Primary School.

When responding to bullying behaviour, Melton Primary 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.

Melton Primary 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.

This policy addresses how Melton Primary School aims to prevent, address and respond to student bullying behaviour. Melton Primary 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 *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity policy*.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

**Types**

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.

There are four main types of bullying behaviour:

* Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
* Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
* Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person’s social reputation or social acceptance.
* Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers (education.vic.gov.au)](https://www.vic.gov.au/bully-stoppers) and the Department’s [Bullying Prevention and Response](https://www2.education.vic.gov.au/pal/bullying-prevention-response/policy) policy on the Policy and Advisory Library.

**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 our Student Wellbeing and Engagement Policy and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

*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. Melton Primary School will use its Student Wellbeing and Engagement 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.

*Discrimination* is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group.

**Bullying Prevention**

## **Bullying Prevention**

Melton Primary School has a number of programs (such as Resilience Project, Respectful Relations Program, Berry Street) and strategies in place to build a positive and inclusive school culture and relationships to promote wellbeing. We strive to foster a school culture that prevents bullying behaviour by modelling, encouraging and teaching behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Melton Primary 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 identify and implement evidence-based programs and initiatives such as Resilience Project, Berry Street and our schools agreed behaviours that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
* 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.
* We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
* We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
* 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, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
* We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
* 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.

**Incident Response**

### **Reporting concerns to Melton Primary School**

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff or another trusted adult 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 Melton Primary School are timely and appropriate in the circumstances.

We encourage students to firstly speak to their classroom teacher so this can be investigated. However, students are welcome to discuss their concerns with any trusted member of staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying are advised to raise this with tehri classroom teacher or the school office.

### **Investigations**

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

1. record the details of the allegations in Compass for other staff to monitor.
2. inform the classroom teacher and other staff who work directly with these students.

The Leadership team at Melton Primary School is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the staff member 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 parent/carer(s) 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
* view video footage of incidents if recorded on CCTV footage

All communications with all parties involved 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.](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicesheetbrodieslaw.aspx)

### **Responses to bullying behaviours**

When the staff member/s investigating have 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 Student Wellbeing Team, teachers, SSS, Assistant Principal, Principal, Department of Education and Training specialist staff or other relevant parties.

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, Melton Primary School will consider:

* the age, maturity and individual circumstances 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.

Melton Primary School Leadership may implement all, or some of the following responses to bullying behaviours:

* Offer wellbeing support, including referral to Student Wellbeing Team, SSS, external provider to:
* the target student or students
* the students engaging in the bullying behaviour
* affected students, including witnesses and/or friends of the target student.
* 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 process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
* Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
* Prepare a Safety Plan or Individual Behaviour Management Plan restricting contact between target and students engaging in bullying behaviour.
* Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including Rights and Respectful Relationships and the Resilience Project.
* Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
* Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours, for example incursion/guest speaker
* Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Melton Primary 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.

**Further Info and Resources**

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

* Student Wellbeing and Engagement Policy
* Statement of Values and School Philosophy
* Parent Complaints policy
* Duty of Care Policy
* Inclusion and Diversity Policy

Our school also follows Department of Education and Training policy relating to bullying including:

* [Bullying Prevention and Response](https://www2.education.vic.gov.au/pal/bullying-prevention-response/policy)
* [Cybersafety and Responsible Use of Digital Technologies](https://www2.education.vic.gov.au/pal/cybersafety/policy)
* [Equal Opportunity and Human Rights - Students](https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy)
* [LGBTIQA+ Student Support Policy](https://www2.education.vic.gov.au/pal/lgbtiq-student-support/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](https://www.vic.gov.au/bully-stoppers)
* [Report racism or religious discrimination in schools](https://www.vic.gov.au/report-racism-or-religious-discrimination-schools)
* [Kids Helpline](https://kidshelpline.com.au/)
* [ReachOut Australia](https://au.reachout.com/)
* [Lifeline](https://www.lifeline.org.au/)
* [Bullying. No way!](https://bullyingnoway.gov.au/)
* [Student Wellbeing Hub](https://www.studentwellbeinghub.edu.au/)
* [eSafety Commissioner](https://www.esafety.gov.au/)
* [Australian Student Wellbeing Framework](https://studentwellbeinghub.edu.au/educators/resources/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 to inform this review will be collected through:

* discussion and consultation with students and parent/carers
* student, staff and parent/carer surveys
* 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

**POLICY REVIEW AND APPROVAL**

| Policy last reviewed | 19th June 2024 |
| --- | --- |
| ConsultationApproved by | School Council School Council  |
| Next scheduled review date | June 2027 |

**llying** 

**Rationale:**

Young students have embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send e-mails, create their own websites, post intimate personal news in blogs (online interactive diaries), send text messages and images via mobile phones, message each other through IMs (instant messages), chat in chat rooms, post to discussion boards, and seek out new friends in community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as ***cyber bullying***.

**Definition**

* ***Cyber bullying*** is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, pre-teen or teen using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides, or at least have been instigated by a minor against another minor. Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums which may include but are not exclusive to: cell-phones, web-logs and web-sites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.
* *www.stopcyberbullying.org*

**Staff responsibilities:**

* all forms of cyber bullying are prohibited at Melton Primary School
* staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the students
* students are aware of the consequences of cyber bullying (student code of conduct)
* a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
* there is supervision of technology that is effective for monitoring and deterring cyber bullying
* we will inform all new students and families of this policy and the practices.
* all cases of cyber bullying are reported to an Assistant Principal / Principal and responded to promptly
* there will be disciplinary consequences, covering a range of strategies for those in breach of this policy

**Student responsibilities:**

* hand in mobile phones to the office before school and collect them at the end of the day
* do not participate in cyber bullying
* do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum program
* do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
* do not disseminate inappropriate information through digital media or other means
* report incidents of cyber bullying to a member of staff
* advise students being victimised by cyber bullying to talk to an adult
* offer to speak to an adult on behalf of the student who is being victimised by cyber bullying

**How students can protect themselves from cyber bullies**

* Do not give anyone access to your passwords or provide people you don’t trust with your phone number.
* Be careful which websites you post personal information on.
* Do not open e-mails or read text messages from unidentified names or phone numbers.

**What students are to do if they feel they are a victim of cyber bullying**

* Do NOT respond
* Tell a teacher / an Assistant Principal / Principal right away
* First and foremost, save *original* evidence (e-mails, instant messages, etc.)

**Appendices relating to these policies**

Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

**Anti-Bullying (including cyber-bullying) and
Anti-Harassment Procedures**

**What are Bullying, Cyber Bullying and Harassment?**

**Bullying**

*Definition of Bullying*

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

*Types of Bullying*

There are three broad categories of bullying:

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** – this form of bullying is harder to recognise and often carried out behind the bullied student’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 and social acceptance
* cyber-bullying, which involves the use of electronic means to humiliate and distress

*What Bullying is Not*

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

*Mutual Conflict*

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

*Social Rejection or Dislike*

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

*Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation*

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

**Cyber-bullying**

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

**Harassment**

Is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

**Why do we have a Policy on these?**

To provide a safe and friendly college environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* and the *Victorian Equal Opportunity Act*.

**What are the effects of Bullying and Harassment?**

* poor health - anxiety, depression
* lower self esteem
* reduced study performance
* missed classes, social withdrawal
* reduced career prospects

**Am I bullying or harassing someone?**

If you are not sure about your behaviour you can:

* check it out by asking if it is offensive or inappropriate
* stop it
* apologise
* take it seriously if someone says they are feeling uncomfortable
* talk it over with an adviser or somebody who has an understanding of the issues

 **What are some of the feelings victims of bullying or harassment may experience?**

* “*I will ignore it and it will go away*.”

If anything it will make things worse - you will give the impression that you agree with the situation.

* *“I don’t want to cause trouble*.”

Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.

* “*Am I to blame?”*

Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

* “*Am I imagining things?”*

Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

 **Bullying or harassment can often make people feel:**

* embarrassed or ashamed
* offended or humiliated
* intimidated or frightened
* uncomfortable

**What should you do if you see another person being bullied or harassed?**

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

 **Bullying can involve**

* grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
* publicly excluding a person from your group
* knocking a person’s books or belongings out of their hands or off their desk
* teasing a person because of their looks

 **Cyber-bullying can involve**

* *Flaming* –online fights using electronic messages with angry or vulgar messages
* *Harassment* – repeatedly sending nasty, mean and insulting messages
* *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
* *Outing* – sharing someone’s secrets or embarrassing information or images online
* *Exclusion* –intentionally and cruelly excluding someone from an online group
* *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

 **Harassment is usually directed at a person because of their gender, race, creed or abilities –** *it can be subtle or explicit*

*Subtle (the most common)* they include:

* offensive staring and leering
* unwanted comments about physical appearance and sexual preference
* racist or smutty comments or jokes
* questions about another’s sexual activity
* persistent comments about a person’s private life or family
* physical contact e.g. purposely brushing up against another’s body
* offensive name calling

*Explicit (obvious)* they include:

* grabbing, aggressive hitting, pinching and shoving, etc
* unwelcome patting, touching, embracing
* repeated requests for dates, especially after refusal
* offensive gestures, jokes, comments, letters, phone calls or e-mail
* sexually and/or racially provocative remarks
* displays of sexually graphic material – pornography
* requests for sexual favours
* extreme forms of sexual harassment will lead to criminal prosecution

**What do you do if you are being bullied or harassed?**

* tell the person you don’t like what they are doing and you want them to stop
* discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
* the school will take your concerns seriously - all complaints will be treated confidentially

 **How will your complaint be dealt with?**

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

***Level 1***

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

* stopping the bullying/re-statement of rules and consequences
* restorative questioning
* think time detention
* private conference
* shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

***Level 2***

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

* meet with the student to develop a behaviour contract
* provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
* conduct a restorative conference separately with the perpetrator and “target”

***Level 3***

For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual ‘strength building’ plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

***Level 4***

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.

**Note:** The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school’s Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with ‘***Effective Schools are Engaging Schools - Student Engagement Policy Guidelines’*** *(DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.*

Reviewed at School Council 19th June 2024