



MONTMORENCY SECONDARY COLLEGE

BULLYING PREVENTION POLICY

RATIONALE

Montmorency Secondary College is committed to providing a safe and caring learning environment where bullying is not accepted. All school community members have the right to expect respect from one another; all students have the right to learn in a safe environment; all school staff have the right to work in a safe, respectful workplace.

DEFINITION

Bullying is when one or more people deliberately set out to tease, put down, exclude, intimidate, threaten and/or hurt another person or group of people. It can be the result of a 'one-off' incident but more typically involves repeated unwelcome or hurtful actions. Bullying can include inappropriate or unwanted verbal, visual, physical or anti-social actions, sexual harassment or the unacceptable use of technologies or the Internet (cyber-bullying). It can range from subtle to severe.

AIMS

- To promote a safe school environment that proactively works to develop respect & cooperation.
- To educate the school community in relation to bullying, and the fact that it is unacceptable.
- For everyone in the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff, whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that ongoing support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation to maintain a safe school environment.

IMPLEMENTATION

- Parents, teachers, students and the community will regularly be made aware of the school's no tolerance position on bullying. An explanatory pamphlet that defines bullying, its effects, and provides strategies for assistance and support will be published in the student study planner.
- Teachers will be regularly reminded of their duty of care regarding protection of students and staff from all forms of bullying

A. PROACTIVE INTERVENTION:

- The school community will be made aware of the school's no tolerance approach to bullying (including cyber-bullying), its characteristics, its effects on victims and the school's programs and responses via:
 - Publication of this policy in study planners and on the school website.



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- At the start of each year, all classroom teachers will discuss and clarify with students the school's no tolerance position on bullying, including cyber-bullying.
- Students will have access to curriculum programs and extra-curricula activities that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- The school will promote public recognition and reward positive behaviour.
- A bullying survey will be administered and acted upon twice annually.
- Staff will be provided with access to professional development relating to identifying and dealing with bullying and harassment, including proven counter measures.
- All students will be provided with individual and confidential computer and network logins and passwords. Processes will be put in place to ensure tracking of student activity on the school's computer equipment and network.

B. EARLY INTERVENTION:

- The college will reinforce positive behaviours based on our school values.
- The college will actively promote a culture of awareness, early intervention and reporting by students and staff of bullying incidents involving themselves or others, as soon as an issue arises.
- Parents will be encouraged to contact the school as soon as they become aware of a problem.
- There will be regular monitoring of student traffic on school's computer networks to identify potential problems.
- The college has a levelled process the outlines intervention strategies/actions at each level (*see attached Structured Approach for Dealing with Bullying*)

C. SUPPORT STRUCTURES:

- Once identified, each bully, victim and any witnesses will be interviewed by the investigating teacher and all incidents or allegations of bullying will be fully documented and considered.
- Level Coordinators and Year Level Leaders will be informed of all cases of bullying.
- Students and staff identified by others as bullies will be informed of allegations.
- Parents of both victims and perpetrators will be contacted in all cases where bullying has been determined to have taken place.
- Both bullies and victims will be offered counselling and support. This may include support from the Student Wellbeing Coordinator (SWC).
- Level Coordinators will put in place ongoing support that includes regular check-ins with both the victim and the bully until the issue is deemed resolved.
- Depending on the outcomes of the above, a Level Coordinator may call a classroom teacher meeting or email specific staff to make them aware of instances of bullying and to request that they take additional preventative measures in their classrooms.
- If student bullying persists, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- In addition to the above, cyber-bullies may be denied access to the school's network and computers for a period of time. There may also be a loss of privilege to bring a mobile



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phone or other device to school for any student who bully's via SMS or by misusing an electronic device.

D. CONSEQUENCES:

- Consequences for students will be individually determined, but may involve:
 - The requirement of a verbal or written apology.
 - Withdrawal of privileges (e.g. denial of access to personal electronic devices).
 - Coordinator's and/or Principal's detention.
 - Exclusion from class or the schoolyard.
 - Agreeing to an Anti-Bullying contract
 - Counselling from Level Coordinator, SWC or appropriate agency.
 - Ongoing monitoring of identified bullies and their victims.
 - School suspension and in extreme cases expulsion.
- Consequences for staff will be individually determined but may involve:
 - The requirement of a verbal or written apology.
 - Counselling
 - A period of monitoring
 - Creation of a formal support group
 - Formal disciplinary action.

STRUCTURED APPROACH FOR DEALING WITH BULLYING

LEVEL 1

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

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(e.g., 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, a **Bullying Incident Report Form** should be completed and submitted to Year Level Coordinator).

LEVEL 2

If the bullying behaviour continues or in instances of severe bullying behaviour, a referral should be made to the Year Level Coordinator.

Here the year level coordinator makes contact with the parents of the victim and perpetrator. A meeting with the student will be held to discuss the implementation of various strategies.

REPORT TO THE COORDINATOR

The coordinator will undertake the following actions as required:

- Investigate(take notes) from the victim, witnesses and perpetrator



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- Contact parents of the victim and perpetrator
- Co-coordinator meets with the perpetrator to implement some /all of the following options; (behaviour contract, discussion/mentoring, restorative conference, detentions, refer it onto the Year Level Leader).
- Ongoing recorded monitoring to occur with both the victim and the perpetrator in order to assess student well being and behaviour modification.
- Mentoring of different social and emotional learning competencies including structured learning activities

LEVEL 3

“At risk” students whose bullying behaviour is severe and for other non-at-risk students whose bullying and other aggressive behaviour is resistant to change and other previous interventions will be referred onto the sub school leader.

The sub school leader will put into place the following interventions as required:

- Contact the parents of both the victim and perpetrator
- Revisit previous interventions
- Review the situation and decide on an appropriate intervention (which may include suspension from school, either in school or external suspension)
- Liaise with a member of the principal class
- Ongoing bullying will result in more severe consequences
- Referral onto the Student Wellbeing Coordinator

LEVEL 4

Students whose severe bullying behaviour resists school efforts and represents a significant threat to the safety and wellbeing referred to Student Wellbeing coordinator using *Formal Referral Sheet*.

Student Wellbeing Coordinator may make referrals onto community agencies and organisations that can offer more intensive services to the student and student’s family.

- SWC will work with the student/s involved in the bullying and in liaising with the sub schools may implement various strategies which may include:
 - referral onto school based Educational Psychologists
 - Referral to community agencies and organisations that can offer more intensive services to the student/s and the student’s family
 - Will liaise with principal class where necessary

EVALUATION

This policy was last updated February 2019 and scheduled for review in 2020