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Such comments must always be called out so that a consistent and clear message is communicated about their demeaning and offensive nature.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

The school has clearly documented processes for early identification, including use of student and teacher data and school records, to strengthen its capacity to plan effective interventions and provide support to students and families. Surveys of students are undertaken at times, which include information on the nature and spread of bullying in the school. The annual Students Attitudes to School Survey provides additional data to this.

Effective processes for the early identification of students and families who need, or could benefit from additional support. Processes include:

Identification and central collection of teacher observations, records and recommendations as a basis for identifying 'at-risk' students and families.

Referral to appropriate agencies where relevant.

Early intervention may be provided by:

Identifying proactive strategies with students who engage in antisocial behaviour or whose wellbeing is at risk

Providing opportunities for additional skill development

Helping a student to establish positive peer relationships

Provision of parenting sessions and support

Support in the form of peer mentoring from older students (and training for this purpose).

Involvement of Student Services team and/ or partnering with other specialist agencies or professionals to ensure early intervention support is mad44.37 Tf1 0 0 1 469 6 344.9 Tm0 G 0.0149 c().)]TETQ0.000008

Referrals will then be made to the Year Level Co-ordinators of the appropriate level, who will usually manage individual cases in consultation with the Sub-School Leader, Student Services Leader and Assistant Principal (School Community Wellbeing and Support).

Ongoing monitoring of the students and the situation will take place, with reporting of this going to staff and parents as appropriate.

Reporting of re-offending means the student will be subject to further serious consequences.

Reporting to the police of any incidents of bullying that involve criminal behaviour will occur.

Reporting of allegations of bullying involving members of staff will be referred to a Principal Class officer.

Helpful advice and support to manage and respond to serious incidents affecting students is available on the DEECD website at http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachrespond.aspx.

The management of allegations of bullying will vary, depending on the genesis and nature of the bullying. Students in all cases will be informed that bullying is extremely serious and unacceptable form of behaviour.

The school considers and selects the most appropriate approach for managing bullying situations. Restorative practices may be used to respond to incidents of bullying and unacceptable behaviour in order to repair harm to relationships. A central restorative practice is the conduct of restorative conferences amongst all parties involved in incidents of bullying in order to achieve reconciliation.

An investigation will be conducted by the school, coordinated by a designated level coordinator or principal class officer. The investigation gathers and makes a record of the facts related to the report or incident from all parties involved. The coordinating staff member arrives through a collaborative process of a review of interviews and facts gathered, at a series of recommended actions arising from the investigation. They organise the implementation of consequences, and facilitate the feedback to relevant parties and manage the closure processes.

The student who has bullied meets with the appropriate staff member to establish behavioural agreements that outlines a plan of positive action that helps student move towards acceptable and responsible behaviour, and implements appropriate consequences, which may include apology, monitoring, internal or external suspension, mediation, or the placement of student into another class to prevent ongoing academic and social problems.

Problem-solving meetings are held with the target of bullying, as well as the student who has bullied, to provide support, the opportunity for a facilitated apology, and to develop empathy, resilience and conflict resolution skills for both parties.

Mediation or other restorative practices

Feedback to staff, students and parents regarding the actions, consequences and supports arising from the investigation.

This policy will be communicated to our school community in the following ways:

Available publicly on our school's website – www.elthamhs.vic.edu.au

Included in our staff handbook
Discussed at staff meetings as required
Discussed at parent information nights/forums
Made available in hard copy from the school upon request.

The School Council has responsibility for the establishment, evaluation and review of school policies. The School Principal has the responsibility to ensure that school policies are implemented effectively.

Minor changes to the policy (changes that will not affect the spirit of the policy) may be made at the discretion of the Principal.

The Policy Review and Evaluation process will recommend any major changes to the policy to School Council.

Student Engagement Policy
Student Code of Conduct
Safe Connections Policy
Child Protection Reporting
Child Safe
Bully Stoppers
http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx

This policy should be reviewed every   years.

 Data will be regularly reviewed to ensure strategies for implementing the policy are effective.
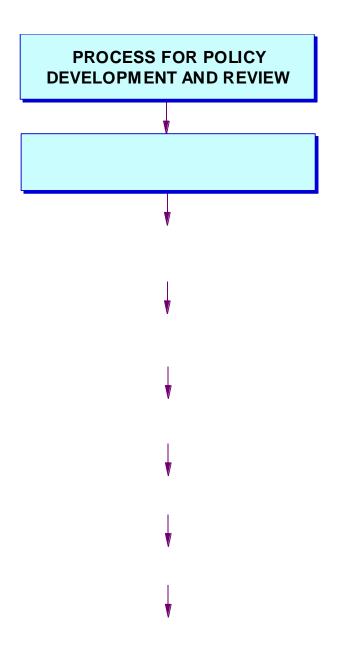
Date Endorsed: 15/06/22

Eltham High School Council

School Operations Committee	
Staff (selected based on role)	
Students (randomly selected group)	
Parents (randomly selected group)	
Members of the Community	
Other (where relevant please specify)	
Planning and Policy Review Team of Council	
School Council	

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