



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the college via email ([Kyabram.P12@education.vic.gov.au](mailto:Kyabram.P12@education.vic.gov.au)) or phone (03 5851 2100).

## PURPOSE

Kyabram P-12 College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Kyabram P-12 College support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, values and expectations of our school community as well as how we cater to the needs of our students and respond to behaviours. This policy is available on our college website, our staff handbook, and enrolment/ transition packs.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

The purpose of this policy is to outline the values of our school community and explain the vision, mission, objectives, and values of our school as well as outline ways we cater to all students. This policy is a combination of the following departmental policies:

- Student Wellbeing and Engagement Policy
- Statement of Values & School Philosophy Policy
- Inclusion and Diversity Policy (Includes Equal Opportunity and Sexual Harassment)
- Bullying Prevention Policy

## Student Wellbeing and Engagement

### School profile

Kyabram P-12 College is a co-educational school located approximately 200 kilometres north of Melbourne in the rural township of Kyabram on the western edge of the Goulburn Valley, midway between Echuca and Shepparton. Enrolment numbers have remained stable at approximately 920 students of which five percent of students had English as an additional language and seven percent were indigenous.

We offer a seamless journey from the start of a student's primary schooling experience in Prep to the completion of their secondary education be it in the VCE University Pathway (UP) pathway or VCE Vocational Major (VM).

Our dedicated teaching team focused on the learning and wellbeing of every student. The college aims to equip all students to approach their futures with spirit and confidence. We foster the partnership between students, parents/ carers, staff, and the broader community. We teach and encourage every student to:

- Be respected and respectful as an individual.
- Be tolerant and nurture individual diversity.
- Make the most of their opportunities to learn in an innovative, challenging, and inspiring education environment.
- Demonstrate a high degree of personal responsibility and accountability.

A comprehensive curriculum P-12 is enhanced by well documented units of study delivered within the college pedagogical model. The college curriculum offers a wide range of subjects at VCE and has a well-established Applied Learning program which continues to be a leader in its field, providing support and guidance to other schools. The College also offers students an extensive range of VET subjects which can be accessed from Year 10 into Year 12. As a Registered Training Organisation (RTO), the College has been able to support a wide range of career choices for students, while also offering an 'Outside of School Hours Care Program' at the junior levels.

### Wellbeing and engagement strategies

Kyabram P-12 College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

## *Universal*

Kyabram P-12 College used a School-Wide Positive Behaviours Support (SWPBS) framework that:

- Clearly defines behavioural expectations for settings within our school, such as the classroom, locker area, canteen and playgrounds and ovals.
- Sees students explicitly taught the expected behaviours using consistent language, visual aids, and role-playing activities.
- Frequently acknowledges positive behaviours, reinforced through verbal praise, tangible rewards, and other incentives, encouraging students to demonstrate desired behaviours.
- Allows us to collect and analyse data on student behaviour to monitor progress, identify trends, and inform our decision-making. Data helps to tailor interventions and support strategies to meet the needs of individual students as well as the whole school community.
- Uses a tiered approach to interventions providing varying levels of support based on student needs.
- Engages families and community members as partners in supporting positive behaviour and reinforcing school-wide expectations. Parents and carers are invited to attend our assemblies where college values awards are distributed.

Overall, SWPBS aims to create a positive and inclusive school climate where students feel safe, supported, and empowered to succeed academically and socially.

To promote positive behaviour and inclusion, we ensure that:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/ carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs and VCE to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Kyabram P-12 College use an instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Kyabram P-12 College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents

- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students can contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### *Targeted*

Kyabram P-12 College use more specific strategies, designed to address groups of students or concerns in certain age groups or friendship circles.

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as an Additional Language (EAL) students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs,

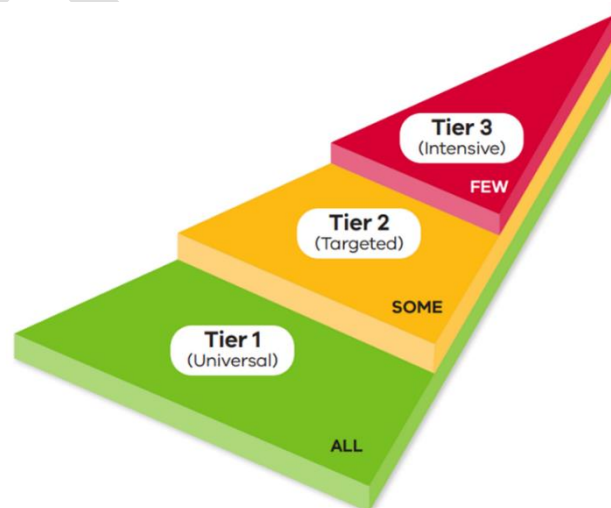
consultation with families and where required, student support groups and individual education plans




- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Kyabram P-12 College assists students to plan their Year 10 work experience, supported by their Career Action Plan

### *Individual*

Kyabram P-12 College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First



Type of support	Definition	The proportion of students accessing support
<b>Tier 1</b>  <b>Universal supports</b>	<b>Tier 1</b> supports are the foundation for behaviour and academic performance. They involve the whole school and all classrooms. They support all students.	<b>100%</b>
<b>Tier 2</b>  <b>Targeted supports</b>	<b>Tier 2</b> supports address specific academic and behavioural skill needs. Teams identify students with additional needs and match them with more intensive supports.	<b>Up to 20%</b>
<b>Tier 3</b>  <b>Individualised Supports</b>	<b>Tier 3</b> involves the most intensive support offered by schools. It involves specialised and individual intervention approaches for students with high-risk behaviour. Tier 3 support is resource intensive. Schools should invest in prevention-focused activities to limit the need for Tier 3.	<b>Up to 5%</b>

- Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an

Attendance Improvement Plans in collaboration with the student and their family

- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

## Identifying students in need of support

Kyabram P-12 College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

## Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## Statement of Values & School Philosophy

### VISION

Kyabram P-12 College's vision is to be valued as an innovative and outstanding learning institution that:

- Provides a safe and caring environment that allows all students to achieve their social and intellectual potential.
- Fosters the partnership between students, parents, the entire staff and the wider community.
- Supports and empowers all staff to accept the responsibility for achieving personal and professional growth.

### MISSION

Kyabram P-12 College's mission is to contribute to make a better world for all.

### OBJECTIVE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.



## VALUES

Kyabram P-12 College has the three college values of Respect, Responsibility, and Community.

### Respect

A willingness to show consideration or appreciation for others. Demonstrated by:

- Acceptance of all school community members.
- Displaying pride in our college uniform and property.
- Speaking respectfully to all College members both within and outside of class.

### Responsibility

Showing Leadership in accountability, duty, and obligations. Demonstrated by:

- Organisation of time and resources.
- Taking ownership of learning and accepting that others have the right to learn.
- Demonstrating initiative and accepting challenges.

### Community

A group of people having common interests. Demonstrated by:

- Encouraging and working co-operatively with others.
- Making others feel welcome in our college.
- Actively participating in teamwork and community activities.
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## BEHAVIOURAL EXPECTATIONS

Kyabram P-12 College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- ensure all parents/ carers are aware of the expectations outlined in the Department's [Respectful Behaviours within the School Community Policy](#)
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures



- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community, in line with the Department's [Respectful Behaviours within the School Community Policy](#).
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

## UNREASONABLE BEHAVIOURS

Schools are not public places, and the principal has the right to permit or deny entry to school grounds (for more information, see our Visitors Policy).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

Inappropriate student behaviour will be managed in accordance with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy* contained within this policy.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

# Inclusion and Diversity

## (Includes Equal Opportunity and Sexual Harassment)

### Definitions

*Personal attribute:* a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

*Direct discrimination:* unfavourable treatment because of a person's protected attribute.

*Indirect discrimination:* imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

*Sexual harassment:* unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

*Disability harassment:* an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

*Vilification:* conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people based on their race or religion.

*Victimisation:* subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) have made an allegation of discrimination or harassment based on a protected attribute (or asserted their rights under relevant policies or law).

### Inclusion and diversity

Kyabram P-12 College strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff.

Our college values include Respect, Responsibility, and Community and our staff strive to demonstrate these values when communicating with others. Therefore, we want to see every member of our college community demonstrate these values as well.

Kyabram P-12 College is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Kyabram P-12 College acknowledges and celebrates the diversity of backgrounds and experiences in our school community, and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Kyabram P-12 College we value the human

rights of every student, and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

- Kyabram P-12 College will:
- Actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (e.g., schools sports, concerts, formals, graduation, camps, etc.) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.

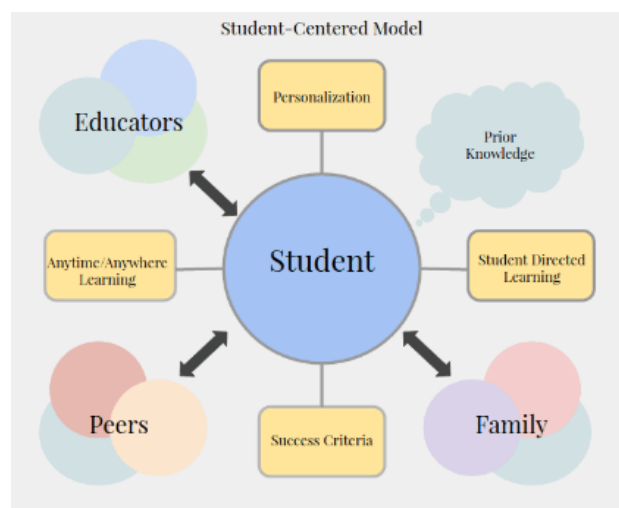
Kyabram P-12 College has a committed wellbeing and inclusion team that ensures all students are catered and cared for specific to their needs.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Kyabram P-12 College. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying* policies to respond to students who demonstrate these behaviours at our school.

Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

## Reasonable adjustments for students with disabilities

Kyabram P-12 College also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. We have a student-centred approach based on student individual needs. Our school may consult through Student Support Group processes and in other less formal ways.



Adjustments will be made in all areas of the school which includes:

- classroom/learning space
- yard
- excursions/camps
- extra-curricular activities

For more information about support available for students with disabilities and communicating with us in relation to a student's disability, please contact our Inclusive Learning Leader for further information.

## Bullying Prevention

Kyabram P-12 College is committed to providing a safe and respectful learning environment where bullying will not be tolerated. This policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Kyabram P-12 College community
- make clear that no form of bullying at Kyabram P-12 College will be tolerated
- outline the strategies and programs in place at Kyabram P-12 College 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 Kyabram P-12 College.

When responding to bullying behaviour, Kyabram P-12 College 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.

Kyabram P-12 College 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.

Kyabram P-12 College aims to prevent, address and respond to student bullying behaviour. The 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. This 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.

## Definitions

### *Bullying*

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.education.vic.gov.au) and the Department's [Bullying Prevention and Response](#) 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 this 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. Kyabram P-12 College will use its *Student Wellbeing and Engagement* strategies 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

Kyabram P-12 College has a number of programs 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 Kyabram P-12 College is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) 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.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students.
- 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 take appropriate action positively and safely when they see or hear of a peer being bullied.
- The Buddy Program encourages positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- 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.
- We participate in the National Day of Action against Bullying and Violence.

## Incident Response – Reporting concerns to Kyabram P-12 College

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 in a timely manner.

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 Kyabram P-12 College are timely and appropriate in the circumstances.

We encourage students to speak to their Classroom/ Connections Teachers. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, school social worker etc.

Parents or carers who develop concerns that their child is involved in, or have witnessed bullying behaviour at Kyabram P-12 College should contact the college by phone on 5851 2100.

## Investigations

When notified of alleged bullying behaviour, school staff are required to record the details of the allegations on Compass and inform relevant staff for follow up such as the Learning Community Leader.

The Learning Community Leader is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Learning Community Leader 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.

All communications with the Learning Community Leader while 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 implement an appropriate response most effectively 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](#).

## RESPONSES TO BULLYING BEHAVIOURS

When Learning Community Leader has sufficient information to understand the circumstances of the alleged bullying and the students involved, several strategies may be implemented to address the behaviour and support affected students in consultation with the Wellbeing Team, Classroom Teachers, Student Support Services, Assistant Principal, Principal, Department of Education and Training specialist staff etc.

There are a few 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, Kyabram P-12 College will consider:

- the age, maturity and individual circumstances of the students involved
- the severity and frequency of the bullying, and the impact it 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 student/s engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour.

Learning Community Leader may implement all, or some, of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the College Wellbeing Team 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 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.
- Prepare a Behaviour Support Plan for affected student/s.

- Prepare a Safety Plan or Individual 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.
- 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.
- 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.

Kyabram P-12 College 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.

Learning Community Leader is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

## FURTHER INFORMATION AND RESOURCES

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

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQA+ 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](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

## COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes

- Included in staff handbook
- Discussed at staff briefings/ meetings as required
- Discussed at parent information nights/ sessions
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## Engaging with families

Kyabram P-12 College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

## Evaluation

Kyabram P-12 College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Data to inform this review will be collected through:

- discussion and consultation with students and parent/ carers
- regular 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

Kyabram P-12 College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024	
Consultation	May 2024	Education Subcommittee
	May & June 2024	College Council
	June 2024	College Newsletter
Approved by	College Council	
Next scheduled review date	June 2026	Recommended cycle of 2 years

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