Albany Senior High School

Bullying Prevention and Response Procedure

This procedure has been developed to align directly with the WA Department of Education's Student Behaviour in Public Schools Policy and Procedures. It sets out Albany Senior High School's (ASHS) expectations and processes for preventing and responding to bullying. This forms a core component of our whole-school approach to student behaviour, safety and wellbeing.

1. Purpose

To ensure a safe, respectful, and inclusive learning environment where all students feel supported and protected from bullying. This policy provides a clear framework for identifying, investigating, and responding to bullying incidents.

2. Definition of Bullying

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 occur in person or online. Bullying is not characterised by a single incident or by sporadic incidents that occur with significant time intervals between them.

3. Prevention and Whole-School Approach

ASHS takes an educative approach to preventing bullying by:

- Explicitly teaching respectful behaviour and protective behaviours (e.g. during Kooinda/Health lessons).
- Promoting school values and expectations within the school and in communication with families.
- Using student behaviour and wellbeing data to identify required supports and interventions.
- Implementing supervision and environmental strategies in identified high-risk locations.
- Engaging families and students in co-designing behaviour expectations and responses.

4. Reporting Presumed Bullying and Staff Actions

Students are encouraged to report bullying to the staff member who holds duty-of-care in the location where the behaviour is occurring – for example, the classroom teacher during lessons, or a duty teacher if the incident occurs in the yard. The staff member will then determine whether further follow-up is required, and if so, promptly refer the matter to the relevant Student Support Officer (SSO).

Alternatively, students may report bullying directly to the SSO.

- The SSO will document the student(s) report.
- The SSO will assess whether the situation qualifies as bullying – specifically, whether the behaviour is ongoing and repeated over time.

5. Initial Response

If the behaviour is not classified as bullying, the SSO will:

- Educate the student on strategies to respond to unkind behaviour
- Refer to Head of Learning Area (HOLA) and/or Classroom Teacher if the issue is classroom-based.
- Refer to the Program Coordinator Student Services (PCSS) or Associate Principal (AP) for individual incident follow-up if required.

6. Investigation of Bullying

If bullying is suspected or confirmed, the investigation will be conducted in a timely and impartial manner:

- SSO investigates further, collecting details from all involved parties (including bystanders).
- Use guiding questions: who, what, where, when, how, and why.
- Assess any immediate safety risks and communicate how these will be addressed.
- Inform all students involved that their parents/carers will be contacted.

CONFIDENTIALITY: Information collected during the investigation will be managed sensitively. Staff will not disclose details about other students involved; communication with families will focus on wellbeing, safety actions, and support relevant to their own child only.

7. Response and Support

The PCSS/SSO will:

- Develop a Plan of Action (Appendix A) for each student involved, which will include:
    - Clearly labeling and explaining why the behaviour is classified as bullying.
    - Immediate safety measures.
- Complete a Chronicle entry for the student(s) who engaged in bullying (Major Negative N.4: Abuse, threats, harassment or intimidation of students).
- Notify all parents.
- Provide the appropriate Reflection Sheet (Appendix B) and tailored support to students.
- Arrange restorative conversation (if appropriate).
- Offer external counselling (e.g. Youth Focus, Headspace) or Chaplain support
- Complete Parent/Guardian follow-up emails (Appendix C).

Responses and supports are provided within a multi-tiered system, ranging from whole-school prevention (Tier 1) to targeted (Tier 2) and intensive (Tier 3) interventions, as outlined in the Student Behaviour in Public Schools Procedures.

8. Review and Follow-Up

- Set a review date (two weeks later) to follow up on supports.

9. Repeat Behaviour

- Conduct a new investigation (streamlined).
- Assess safety risks and communicate with the student(s).
- Escalate to PCSS/AP for follow up consequences (as per Education Department Behaviour Policy).
- Conduct an in-person meeting with students and families with further actions and support.

10. Documentation and Monitoring

- Record all actions and outcomes in Chronicle: N.4a Report of harassment/bullying (investigation required).
- Monitor behaviour data to identify patterns, required interventions and supports
- Bullying data and case outcomes will be analysed annually as part of the school's student behaviour and wellbeing planning processes. This procedure will be reviewed every three years, or earlier if required by changes in Department of Education policy.

11. Cultural Responsiveness and Inclusion

- Ensure all responses are culturally respectful and inclusive
- Engage with families and students in a collaborative and supportive manner
- Behaviour data relating to bullying will be monitored to ensure responses do not disproportionately impact student cohorts, including Aboriginal students, students with disability and students from diverse cultural, linguistic, gender and sexuality backgrounds.

12. Online Bullying (Cyberbullying)

Online bullying, also known as cyberbullying, refers to bullying that occurs through digital platforms such as social media, messaging apps, gaming networks, or other online forums.

While the school has limited control over incidents that occur outside school hours and off school grounds, we will respond where online behaviour impacts on a student's safety, wellbeing or capacity to learn at school, or on the safety and good order of the school environment. This may include investigation, behaviour support and consequences in line with the Student Behaviour in Public Schools Policy and Procedures. Families are also encouraged to report serious online bullying to the eSafety Commissioner (www.esafety.gov.au).