

## WHOLE SCHOOL ANTI-BULLYING POLICY V2.0

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### Version History

Version Number	Version Date	Version Description
1.0	December, 2020	Created to consolidate the 4 separate departmental anti-bullying policies which previously existed into a single whole school approach
2.0	March 2021	Consultation with stakeholders including Heads of Departments and Wellbeing Coordinators

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# 1. PURPOSE

St George Christian School ("the School") is committed to providing an educational environment that is lovingly supportive, caring and free from bullying. All members of the School community have a role to play in preventing acts of bullying. Acts of bullying are not tolerated in any form.

## 2. CONTEXT

### 2.1 Christian Context

The Christian principles for nurturing and maintaining respectful relationships, found in Colossians 3:12-14, form the basis of this Anti-Bullying Policy: 'Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.' (v.12)

Bullying is out of character with the godly qualities that we want to nurture in our students. Bullying as a repeated pattern of hurtful behavior denies the power of forgiveness. We want to ensure that our educational environment is supportive, caring and free from bullying.

Bullying is the antithesis of these godly qualities and therefore out of character with qualities exhibited by God's chosen people, who are wonderfully created in His image. 'Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you' (v.13). Bullying as a repeated pattern of hurtful behaviours and attitudes denies the power of forgiveness. 'And over all these virtues put on love, which binds them all together in perfect unity' (v.14).

### 2.2 Broader Context

In 2018, the Federal Minister for Education launched the *Australian Student Wellbeing Framework*<sup>1</sup> which is designed to support Australian schools to provide every student with the strongest foundation possible. This framework "affirms children's rights to education, safety and wellbeing under the United Nations Convention on the Rights of the Child" (p.3). "The five elements of leadership, inclusion, student voice, partnerships and support provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes." (p.5). Standard 3 – student voice specifically states the intent that every school should have is to "develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces". This policy is designed to meet the Schools obligations within this framework to promote student safety and wellbeing specifically by preventing bullying.

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<sup>1</sup> [https://studentwellbeinghub.edu.au/media/9310/aswf\\_booklet.pdf](https://studentwellbeinghub.edu.au/media/9310/aswf_booklet.pdf)

Additionally, bullying is a very significant problem for students in Australia. Research reveals that more than 25% of students have been bullied and about 20% cyberbullied<sup>2</sup>. Statistically, therefore, it is likely that a significant proportion of students at the school have also experienced or are experiencing bullying. As a result, it is critical that the School is taking a clear and firm stance against bullying, proactively seeking to prevent it and responding to it unequivocally when it has occurred.

### 3. DEFINITIONS

#### 3.1 What is 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 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 (National definition of bullying for Australian schools<sup>3</sup>).

Bullying can be:

- Physical aggression to person or property;
- Verbal aggression, name calling, put downs, spreading rumours, insults;
- Indirect aggression through shunning, making someone feel 'out'
- Intimidation, glaring, humiliation, threatening notes, coercion;
- Ridiculing one for their appearance or race;
- Cyber bullying.

#### 3.2. Other Definitions

**Cyber Bullying** is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. It can occur in many ways, including (but not limited to):

- Abusive texts and emails
- Hurtful messages, images or videos
- Imitating others online
- Excluding others online
- Humiliating others online
- Nasty online gossip and chat

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<sup>2</sup> [https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight\\_bullying.pdf?sfvrsn=613bf73c\\_6](https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight_bullying.pdf?sfvrsn=613bf73c_6) (p.3)

<sup>3</sup> Ibid (p.4)

**Disability Harassment** occurs when students are harassed or victimised because of their disability. It is against the law.

**Exclusion** Is when someone is deliberately left out of an activity or group with the intention of making that person feel upset or isolated.

**Harassment** occurs when a particular behaviour is unwanted and unwelcome and embarrasses, hurts or upsets another person. It may be planned and organised or it can be unintentional. Individuals or groups may be involved. It may include:

- Derogatory comments about another person's gender, race, culture, religion or appearance;
- Offensive name-calling;
- Rude messages or pictures, including any sent by email, SMS, mobile telephone calls or other electronic means;
- Sexual harassment;
- Spreading rumours;
- Ignoring, isolating;
- excluding or rejecting;
- Teasing or cruel;
- Mimicry.

**Intellectual Harassment** occurs when someone is given a "hard time" because they are doing well or having difficulties with their schoolwork.

**Interfering with another person's property** is moving, hiding, damaging or stealing or destroying someone else's property as a form of harassment.

**Physical Harassment** is any form of physical violence such as tripping, kicking, hitting, pushing, fighting or anything else which causes physical pain or discomfort. Specifically, it can include:

- Games involving physical contact which are used as an excuse for inflicting pain on others.
- Obstructing someone's progress, making threatening gestures, spitting or getting a gang together to intimidate someone are also examples of physical harassment.
- Forcing others to act against their will.

**Racial Harassment** is when a person's ethnicity, culture, appearance or accent is used as an excuse for name calling, teasing, rude remarks, unkind jokes or degrading comments. Racial harassment is against the law.

**Sexual Harassment** Includes remarks with sexual references or overtones, suggestive comments, rumours, name calling, offensive jokes or pictures, gestures, unwelcome sexual requests or acts of physical contact. Sexual harassment is against the law.

**Verbal Harassment** is any form of verbal aggression towards another. It includes:

- teasing, name calling, mimicking;
- Threatening, using offensive language and offensive names;
- Using put-downs and belittling other's abilities or achievements;
- Speaking loudly enough so that a person will overhear negative comments;
- Spreading rumours or unkind jokes about them.

## 4. POLICY

St George Christian School ("the School") does not tolerate bullying or harassment of any member of the School community in any form.

All members of the School community are committed to ensuring a safe, caring school environment which promotes personal growth and positive self-esteem and in which the dignity of the individual is nurtured and respected.

Our goal is that students will:

- Feel valued, safe, supported and respected;
- Enjoy a strong sense of belonging because of their participation and involvement in communities within the school community;
- Be confident that they are known by their teachers and that they know their teachers and can be open, honest and transparent;
- Be trained, equipped and strengthened to do what is right;
- Be guided in the necessary steps to take next and given opportunity to show repentance (which results from God's kindness);
- Be encouraged to live in peace and to work at living a holy life (who they really are in Christ);
- Be encouraged to show foresight and watchfulness so that resentment or bitterness does not take root, and they do not repeat their misconduct.

All teachers are firmly committed to putting an end to acts of bullying. To this end:

- Victims of bullying will be supported.
- Those engaging in bullying behaviours will also receive support to learn:
  1. An awareness of their behaviour and attitudes;
  2. The impact of their behaviour and attitudes on others;
  3. The consequences of following these behaviours;
  4. Other strategies for managing their own needs.

## 5. PROCEDURES

## **5.1. Whole School Procedures**

### **5.1.1 Procedural Fairness**

Procedural fairness includes the 'hearing rule' which relates to the rights of a person against whom an allegation (in this case, of bullying) has been made to know the information that will be taken into account when considering the matter and the processes by which the matter will be considered as well as how to seek a review of any decision made. It also includes the 'right to an unbiased decision' which refers to the need for impartiality in both investigation and decision making as well as an absence of bias by the decision maker.

The School will use these principles when dealing with any complaints or allegations of bullying and will ensure this policy and the relevant discipline and behaviour policies are available to the students involved and their parents or caregivers.

### **5.1.2 Promoting a Child Safe Culture**

As outlined in the School's Child Protection Policy, the School will seek to promote a culture in the School where students feel:

- Valued as individuals;
- Heard and confident to share their points of view on any issue;
- Empowered to speak out on any issues of injustice including bullying.

To this end, the School will educate students, in developmentally appropriate ways, in:

- Identifying what bullying is;
- Responding effectively to bullying when it happens;
- Caring for each other as students;
- Developing an inclusive culture.

This will include:

- Specific wellbeing initiatives within each department;
- The PDHPE curriculum;
- The Biblical Studies Programs across K-12;
- *Strong Hearts, Strong Minds* Program for parents;
- Working with School Liaison Police Contact, Senior Constable Kelly Stewart.

### **5.1.3 Dealing with Cases of Bullying**

All allegations of bullying will be taken seriously and dealt with using developmentally appropriate procedures as outlined in the departmental procedures in Section 5.

### **5.1.4 Supporting Students who have Engaged in Bullying Behaviours**

Students who have engaged in bullying behaviours will be offered counselling and

other supports to help them to feel concerned for the victim and undertake responsible action to improve relationships. If the problem remains unsolved - and the victim needs protecting, serious talks with the bully and his or her parents will then be necessary, behavioural consequences may be imposed, and in the most serious cases this may include suspension, exclusion or expulsion may be justified. Departmental procedures, as outlined in Section 5, will be followed in all cases.

### 5.1.5 Providing Support for Victimised Students

Students who have been bullied will also be supported (by the School Counsellors, Year Advisers, class or home room teacher or other relevant staff) in developing resilience and assertiveness skills.

### 5.1.6 EXPECTATIONS AND RESPONSIBILITIES

#### 5.1.6.1 Expectations and Responsibilities of Students

Students Can Expect To:	Students Are Responsible For:
<ul style="list-style-type: none"> <li>• Be treated with dignity &amp; respect as a person created uniquely &amp; lovingly in God’s image.</li> <li>• Play in a safe, caring, respectful and inclusive environment.</li> <li>• Know that they can approach any teacher or leader at any time and to speak about any situations which cause them concern.</li> <li>• Have all reports of bullying been taken seriously?</li> <li>• Be listened to if they are experiencing difficulties.</li> <li>• Be instructed in issues, behaviours and strategies involved with dealing with bullying within the Personal Development &amp; Health Program.</li> </ul>	<ul style="list-style-type: none"> <li>• Treating others with respect &amp; dignity as people created uniquely &amp; lovingly in God’s image.</li> <li>• Participating fully in the educational program provided by the school (all students) and signing off on the Anti-Bullying Agreement in their School Diary/Planner (MS/SS only).</li> <li>• Deciding not to be involved in any bullying action.</li> <li>• Recognising the crucial role of the bystander.</li> <li>• Realising that to keep quiet about matters of bullying supports and protects the bully and does not help those being bullied.</li> <li>• Recognising the difference between ‘dobbing’ (aim is to get a child into trouble) and ‘telling’ (aim is to get help).</li> <li>• Reporting the bullying incident to an adult they feel confident with.</li> </ul>

#### 5.1.6.2 Expectations and Responsibilities of Staff

Staff Can Expect To:	Staff Are Responsible For:
<ul style="list-style-type: none"> <li>• Be treated with</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling respectful and inclusive behaviours at all</li> </ul>



<p>respect and dignity as people created uniquely and lovingly in God's image.</p> <ul style="list-style-type: none"> <li>• Be given on-going professional development in this area</li> <li>• Have parent and executive support when dealing with bullying behaviours.</li> <li>• Be listened to and supported.</li> <li>• Assume that procedural fairness will be the basis for dealing with bullying.</li> </ul>	<p>times.</p> <ul style="list-style-type: none"> <li>• Teaching incidentally &amp; explicitly the 'Anti-Bullying' (particularly but not exclusively through the program in the PDH Program).</li> <li>• Being vigilant and observant of signs of distress and possible incidents of bullying. Look for signs that indicate a child may be the target of bullying (unexpected changes in friendship groups; decline in schoolwork; higher level of absenteeism; less interaction with other students at school; becoming more withdrawn, anxious, sad or angry)</li> <li>• Actively supervising whilst on playground duty &amp; in the classroom &amp; being aware of the potential 'Hot Spots' as well as students 'at risk'.</li> <li>• Helping victims in a caring, sensitive manner.</li> <li>• Reporting incidents of bullying behaviour to the HOD or wellbeing coordinator in the first instance</li> <li>• Providing students with the strategies they need to deal with bullying behaviours.</li> <li>• Actively promoting and encouraging students to participate in one or more of the co-curricular programs to build a sense of belonging and to an appreciation for the uniqueness of students' interests and passions.</li> <li>• Actively working with all members of the school community to promote a bullying-free environment.</li> <li>• The HODS are responsible for ensuring effective transition programs to support students at each transition through the School.</li> <li>• The Welfare Coordinators are responsible for maintaining student records in relation to bullying incidents.</li> <li>• Knowing how to add and register a bullying incident in the Sentral wellbeing module.</li> </ul>
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### 5.1.6.3 Expectations and Responsibilities of Parents

Parents Can Expect To:	Parents Are Responsible For:
<ul style="list-style-type: none"> <li>• Be informed and</li> </ul>	<ul style="list-style-type: none"> <li>• Actively teaching their children an</li> </ul>

<p>involved in significant issues that involve bullying or harassment affecting their child.</p> <ul style="list-style-type: none"> <li>• Have policies, procedures and programs regularly explained.</li> <li>• Have procedural fairness underpin any decisions made.</li> </ul>	<p>appreciation of the differences in others and how each person reflects the image of God.</p> <ul style="list-style-type: none"> <li>• Watching for any signs of distress eg unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothing.</li> <li>• Encouraging their child to take the initiative to report incidents of bullying.</li> <li>• Informing the School if bullying is suspected.</li> <li>• Being positive role models in actions and words.</li> <li>• Working co-operatively with the School to find a solution.</li> </ul>
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## 5.2 K-5 Procedures

***This section should be read in conjunction with the Years K-5 Behaviour Management Policy.***

### 5.2.1 Teacher Action Plan for Minor Instances of Bullying Behaviour

1. 'Bystanders' play an important role in preventing and stopping bullying behaviour. Through ongoing PDHPE programs and at specific visible instances of bullying, teachers actively encourage students to show compassion and stop the injustice of the bullying behaviour from taking place. They need to ask the bully to stop his behaviour. They need to inform the teacher, or at least to walk away from the scene and thus eliminating the 'audience' for the bully. They need to be encouraged to move from being the by-stander to the witness, of speaking up and offering support.
2. Minor bullying will be dealt with at the time of the incident by the teacher on duty and the incident then reported to the Junior School Student Wellbeing Coordinator/Head of Infants School (HOIS), who will record it in their own records
3. Initially and if appropriate, the student(s) reporting an incident of bullying are encouraged to display assertive behaviours rather than aggressive or weak behaviours.
4. When assertive behaviours are ineffective AND/OR if the incident is deemed a significant bullying behaviour, the teacher on duty will refer the incident to the Junior School Student Wellbeing Coordinator/HOIS.
5. The Junior School Student Wellbeing Coordinator/HOIS will deal with the incident of bullying by conducting an investigation with the student being bullied, any bystanders and the student exhibiting bullying behaviours to ascertain the nature of bullying and to determine appropriate consequences.

6. Consequences for the bullying behaviour will be identified and implemented by the Junior School Wellbeing Coordinator/HOIS in line with the K-5 Behaviour Management Policy.
7. Parents of both the student being bullied and the student exhibiting bullying behaviours will be informed of the nature and consequences of specific instances of bullying when the incident is deemed to be significant (either due to the nature, duration or number of students impacted by it) by the Junior School Student Wellbeing Coordinator/HOIS.
8. A reconciliation meeting (involving both students, a support person, eg their classroom teacher and the JS Student Wellbeing Coordinator/HOIS) may occur (as determined by the JS Student Wellbeing Coordinator/HOIS) where the bullied child has an opportunity to explain to the student exhibiting bullying behaviours the facts of the incident and how it has affected the relationship and the student who has been bullied is given the opportunity to explain how they felt and the impact of the behaviours. This student states what they would like to see happen which may involve an apology and assurance that the harassment/bullying will stop. The student exhibiting bullying behaviours is asked to take responsibility for their behaviour. Both students are asked to describe what a future positive, safe relationship would look like and a commitment to implementing behaviours which support that relationship is agreed upon.
9. Records of all these more serious instances of bullying will be made by the Junior School Student Wellbeing Coordinator/HOIS in Sentral.
10. In the event that a relationship is too uncomfortable or unpredictable, contact may need to be kept to a minimum. The boundaries for this contact are clearly defined and agreed upon. A time is set for on-going accountability and follow-up. Parents are informed and involved in the process.
11. The student being bullied will be shown support, care, strategies and on-going follow-up encouragement (generally this will be coordinated by their classroom teacher or the JS Student Wellbeing Coordinator/HOIS).
12. Discussion time will be given at staff meetings to the JS Student Wellbeing Coordinator/HOIS to inform staff of bullying instances and to ascertain the ongoing nature of support required for the students involved.

## 5.3 Middle School Policies and Procedures

***This Section should be read in conjunction with the Middle School Behaviour Management Policy.***

### 5.3.1 Education of Students and Intervention Strategies

The Home Room Teachers are committed to modelling, teaching about and nurturing positive and supportive relationships in their interactions with students, their parents, school colleagues and the broader school community. They take responsibility for developing and maintaining positive and supportive relationships with their students and accept that it forms a significant component of their role as Home Room Teachers. To this end:

1. At the commencement of the school year, staff are reminded about procedures to follow in the case of a bullying complaint and briefed on students who may be 'at risk'. Staff are also encouraged to keep a watchful eye on these (and all) students on the playground.
2. The PDHPE curriculum provides for explicit teaching to develop healthy and respectful social and emotional behaviors; empathy and resilience skills; being assertive and self-protective in a non-confrontational way, and knowledge about bullying and skills to empower students to stand up for themselves and for others. Core Messages are:
  - Bullying is out of character with the godly qualities that we want to nurture;
  - 'You have a right to be safe and ask for support if you don't feel safe';
  - 'Asking for help when you are in trouble or helping someone else who is in trouble is not the same as getting someone into trouble';
  - 'If you wouldn't say something to someone's face then don't say it online';
  - 'If you forward a nasty message, then you are a part of the process';
  - 'You should not communicate with or share personal information online with people you do not know'.
3. In the first week of school, as part of their culturing and orientating students to who we are and how we learn and behave in Middle School, bullying is explicitly addressed.
4. A Bullying Statement is included in the Students' Planners and this is discussed with students and they are asked to sign an Agreement indicating that they have read, understood and intend to abide by respectful behaviors. Students are asked to have their parents read this Statement and also sign the Agreement.

5. Students are supported to establish positive peer relationships through a range of measures including the Year 7 Team Building Day which occurs early in Term 1 to facilitate relationship building and an appreciation for how diverse and unique we all are; teaching at Chapel and in the CPR Programs; and group work in the classroom.
6. Students are encouraged to become involved in the MS Co-Curricular Program which offers a diverse range of activities targeting a broad range of interests. Participation is promoted by the Home Room Teachers who show students the value of being with others who share the same interests and building relationships with students and staff.
7. A Social Skills Program is offered to students who are identified as needing this additional support and social journaling with the MS Learning Support Co-Ordinator is used to support students to manage social interactions.
8. Students are referred to the School Counsellor and to other external agencies is also offered when necessary.

### **5.3.2. Teacher Action Plan for Minor Instances of Bullying Behaviour**

1. 'Bystanders' play an important role in preventing and stopping bullying behaviour. Through ongoing programs and at specific visible instances of bullying, teachers actively encourage students to show compassion and stop the injustice of the bullying behaviour from taking place. They need to ask the bully to stop his behaviour. They need to inform the teacher, or at least to walk away from the scene and thus eliminating the 'audience' for the bully. They need to be encouraged to move from being the by-stander to the witness, of speaking up and offering support.
2. Instances of lower-level bullying need to be dealt with at the time of the incident by the teacher on duty and the investigation recorded in the wellbeing module in Sentral.
3. Initially and if appropriate, the student(s) reporting an incident of bullying are encouraged to display assertive behaviours in contrast to aggressive or weak behaviours: In Junior School, these behaviours are taught in the PDHPE program, employing the language of 'Cool', 'Weak' and 'Aggro'.
4. When assertive behaviours are ineffective, the teacher on duty/MS Wellbeing Coordinator or HOMS deals with the incident of bullying by questioning both parties to ascertain the level of bullying occurring including questions such as:
  1. What happened? Be specific.
  2. Has it happened before? Be specific.
  3. Who has been involved?
  4. Who else knows?

5. What led up to this?
  6. What did you do?
  7. What were you feeling or needing?
  8. What could you have done to meet your needs?
  9. Do you know a better way?
  10. What are you going to do in the future?
5. HOMS then sets a time to follow up on the issue.
  6. Consequences for the bullying behaviour will be identified and implemented by the MS Wellbeing Coordinator in line with the Middle School Behaviour Management Policy.
  7. The student being bullied will be shown support, care, strategies and on-going follow-up encouragement (generally this will be coordinated by their classroom teacher).
  8. Discussion time is to be given at staff meetings to inform staff of bullying instances and to ascertain the on-going nature of the incidences.
  9. The MS Coordinator of Wellbeing will refer the incident to the Head of Department for follow up with parents (either of the child being bullied or the child demonstrating bullying behaviours) if necessary.
  10. All actions will be recorded in Wellbeing module of Sentral by the teacher, MS Coordinator of Student Wellbeing or HOMS (depending on who has managed follow up from the incident).

### **5.3.3 Action Plan for More Serious Incidents of Bullying Behaviour**

1. MS Student Wellbeing Coordinator or HOMS to meet with the bullied student (and a support person if needed) to establish the facts from their point of view and discuss the situations in which they feel unsafe and uncomfortable; discuss positive ways to handle these situations and suggest a meeting with the bully to resolve the issues and seek reconciliation
2. MS Student Wellbeing Coordinator or HOMS to meet with the student displaying the bullying behaviour and their parent to:
  - i. Explain why the meeting is taking place;
  - ii. Establish the facts using the appropriate questions;
  - iii. Explain the response of the bullied student to these facts.
3. MS Student Wellbeing Coordinator or HOMS, and all students involved in a reconciliation meeting, the bullied child explains to the bully the facts of the incident and how it has affected the relationship and the bullied student is given

the opportunity to explain how they felt and the impact of the behaviours. The bullied student states what they would like to see happen which may involve an apology and assurance that the harassment/bullying will stop. The bully is asked to take responsibility for their behaviour. Both students are asked to describe what a future positive, safe relationship would look like and a commitment to implementing behaviours which support that relationship is agreed upon.

4. In the event that a relationship is too uncomfortable or unpredictable, contact may need to be kept to a minimum. The boundaries for this contact are clearly defined and agreed upon. A time is set for on-going accountability and follow-up. Parents are informed and involved in the process.
5. The staff members involved in the investigation completes an Incident report in the wellbeing module in Sentral.
6. If disciplinary action is required, the guidelines of the 'MS Behaviour Management Policy' are followed.

## **5.4 Senior School Procedures**

### **5.4.1 Promotion of an Anti-Bullying Culture**

The Director of Student Wellbeing is responsible for maintaining a culture of no tolerance for bullying in the Senior School. In this role he works alongside especially the Year Advisers but also all classroom teachers through:

1. Ensuring all staff take ownership of, do not tolerate and follow up on any instances of bullying in any school context or environment;
2. Ensuring staff have access to high quality professional learning on student wellbeing;
3. Updating staff about specific bullying issues to be aware of at regular staff meetings and via email;
4. Raising awareness of student bullying issues at the Senior School Assemblies;
5. Ensuring students are educated and informed about bullying through: PDHPE Curriculum; Batyr program, Police Liaison Officer, *Enough is Enough* campaign, resilience building programs;
6. Ensuring Year Advisers begin each year by speaking to their year groups about bullying;
7. Facilitating support for students experiencing bullying or exhibiting bullying behaviours through the School Counsellors.

### **5.4.2 Dealing with Bullying Behaviours**

All Senior School teachers are responsible for dealing with bullying through the following procedures.



1. When a student discloses bullying either as a victim or bystander or perpetrator the teacher takes the allegation seriously and responds seriously but with compassion;
2. The teacher needs to record what have been disclosed by creating a 'welfare concern' in Sentral and then notifying the Year Adviser AND Director of Student wellbeing via email;
3. The Year Adviser will then conduct further investigations by:
  - a. Interviewing any students involved including bystanders;
  - b. Getting a clear picture of what happened, where, who, how and when;
  - c. Interview the student who has been bullied to clarified what their ideal desired outcome would be.
4. Based on this investigation the Year Adviser determines either that:
  - a. The bullying is minor and is deals with it as a negative behaviour incident as per the Behaviour Policy and creating an Incident report in Sentral (in case it happens again);
  - b. The bullying incident is a major incidence and an Incident Report is created by in which case the Steps below are then followed.
5. All major incidences are referred to the Director of Student wellbeing. An incident may be escalated to a major incidence either due to:
  - a. Step 4;
  - b. The parent escalating the situation;
  - c. The number of students involved in the bullying;
  - d. The nature of the bullying;
  - e. The number of bullying incidences.
6. Once an incident of bullying has been deemed as significant then:
  - a. The Director of Student Wellbeing conducts their own investigation which may involve re-interviewing students and teachers;
  - b. Records of the investigation are continued in the Incident report created by the YA in Step 4;
  - c. The Director of Student Wellbeing (DOSW) makes presents the finding of their investigation to the HOSS;
  - d. The HOSS makes a decision about the consequence of the bullying (within the framework of the Senior School Behaviour Management Policy);
  - e. The parents of all students involved are informed of what is occurring via email and/or phone and/or in person based on the professional judgment of the HOSS/DOSW or if the parents request this;
7. If parents or student are not happy with the outcome of this process, then they can request further clarification of the decision from the HOSS;
8. If they are still not satisfied with the outcome, they should follow the School's normal grievance procedures as outlined in the Communication Policy.

## **6. CONGRUENCE WITH LEGISLATION AND RELATED POLICY**

This Anti-Bullying Policy is to be read in conjunction with the Whole School Discipline Policy and the Departmental Behaviour Management Policies, the Whole School Child Protection Policy and the Communication Policy.



## 7. SOURCES

- AITSL Bullying Research - [https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight\\_bullying.pdf?sfvrsn=613bf73c\\_6](https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight_bullying.pdf?sfvrsn=613bf73c_6)
- Australian Government Student Wellbeing Hub - <https://studentwellbeinghub.edu.au>
- NSW Government Anti-Bullying Resources: <https://antibullying.nsw.gov.au>

## 8. CONSULTATION

This policy was collated by the Director of Research, Compliance and Accreditation in consultation with Principal, Heads of Departments and Wellbeing Coordinators in each Department.

## 9. ACCOUNTABILITIES

### 9.1 IMPLEMENTATION PLAN

This policy will be introduced to the staff at the start of Term 2, 2021.

### 9.2 TRAINING PLAN

The Principal is responsible for ensuring that the Heads of Departments and wellbeing coordinators are provided with ongoing and regular training in this area.

The Heads of Department are responsible for ensuring that the members of their department are regularly trained and reminded about their responsibilities in this area. This should generally occur through normal staff meetings where this should be a regular agenda item.

### 9.3 COMPLIANCE

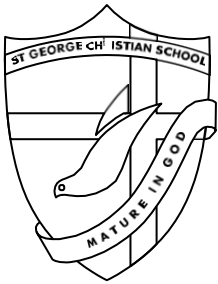
The Principal and Heads of Departments are responsible for compliance with this policy.

## 10. POLICY ADVISER

The Director of Research, Compliance and Accreditation is the Policy Advisor.

## 11. FORMS

Appendix A – Statement for Student diary/planner



## Appendix A

### STATEMENT FOR STUDENTS AND PARENTS

To be put in the Middle School Student Planners and Senior School Diary and signed by all students at the start of each year.

Our School is an environment structured to be safe and comfortable, to have an atmosphere of cooperation and where bullying of any kind is not expected or accepted.

However, your teachers know that bullying occurs when there are concerns with self-esteem, friendships, family, school change, puberty, body growth and shape, fitting in at school, teaching and appearance and they want to act swiftly to help everyone involved.

### What is bullying?

Bullying is a pattern of targeted, intentional behaviour (ie repeated) by one person or group towards another which is designed to hurt, injure, embarrass, upset, or discomfort that person. These are out of character with the qualities that God wants us to develop as Christians.

It can be:

- Physical aggression to person or property
- Verbal aggression, name calling, put downs, rumours, insults
- Indirect aggression through shunning, making someone feel 'out'
- Intimidation, glaring, humiliation, threatening notes, coercion
- Ridiculing one's appearance or race
- Cyber bullying

### Other Important Definitions

**Cyber Bullying** is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. It can occur in many ways, including (but not limited to):

- Abusive texts and emails

- Hurtful messages, images or videos
- Imitating others online
- Excluding others online
- Humiliating others online
- Nasty online gossip and chat.

**Disability Harassment** occurs when students are harassed or victimised because of their disability. It is against the law.

**Exclusion** Is when someone is deliberately left out of an activity or group with the intention of making that person feel upset or isolated.

**Harassment** occurs when a particular behaviour is unwanted and unwelcome and embarrasses, hurts or upsets another person. It may be planned and organised or it can be unintentional. Individuals or groups may be involved. It may include:

- Derogatory comments about another person's gender, race, culture, religion or appearance
- Offensive name-calling
- Rude messages or pictures, including any sent by email, SMS, telephone calls or other electronic means
- Sexual harassment
- Spreading rumours
- Ignoring, isolating
- excluding or rejecting
- Teasing or cruel
- mimicry

**Intellectual Harassment** occurs when someone is given a "hard time" because they are doing well or having difficulties with their school-work.

**Interfering with another person's property** is moving, hiding, damaging or stealing or destroying someone else's property as a form of harassment.

**Physical Harassment** is any form of physical violence such as tripping, kicking, hitting, pushing, fighting or anything else which causes physical pain or discomfort. Specifically, it can include:

- Games involving physical contact which are used as an excuse for inflicting pain on others.
- Obstructing someone's progress, making threatening gestures, spitting or getting a gang together to intimidate someone are also examples of physical harassment.
- Forcing others to act against their will.

**Racial Harassment** is when a person's ethnicity, culture, appearance or accent is used as an excuse for name calling, teasing, rude remarks, unkind jokes or degrading comments. Racial harassment is against the law.

**Sexual Harassment** Includes remarks with sexual references or overtones, suggestive comments, rumours, name calling, offensive jokes or pictures, gestures, unwelcome sexual requests or acts of physical contact. Sexual harassment is against the law.

**Verbal Harassment** is any form of verbal aggression towards another. It includes:

- teasing, name calling, mimicking
- Threatening, using offensive language and offensive names
- Using put-downs and belittling other's abilities or achievements
- Speaking loudly enough so that a person will overhear negative comments
- Spreading rumours or unkind jokes about others or their families

## WHAT TO DO:

### IF YOU ARE BEING HARASSED OR BULLIED you could...

- **Show that it doesn't upset you**  
(Ignore it, walk away, and try to show no a reaction. If bullies don't get a reaction they may stop).  
OR
- **Be assertive**  
Talk to the person who is harassing you and tell them to stop (you could take a friend with you for support).
- **In the case of Cyber Bullying - Block** the bully and change your privacy settings online.  
OR
- **Collect the evidence** – take screen shots, keep mobile phone messages and print emails or social networking conversations and show it to your parents and/or a teacher.
- **Discuss it** with your parent(s) or a teacher. Explain what has been happening. Decide with them what to do (you may wish to speak with a friend or student leader at first and have their support when you talk with an adult)  
OR
- **Seek further help**  
You may want to talk with your Home Room Teacher or Year Adviser, Wellbeing Coordinator or the Head of Middle/Senior School. Tell them what has been happening.
- **Call Kids Helpline (1800 55 1800)**

**IF YOU HAVE WITNESSED HARASSMENT OR BULLYING** (as a bystander you have a responsibility to take action)

- **Be assertive** and tell the bully to stop the harassment.
- **Speak to the person being bullied** or harassed and ask them if they need support.
- **Report** the incident to a teacher as soon as possible.
- **Walk away from** negative conversations.
- **Don't join in** - don't comment on posts, images or videos that will hurt others.
- **Don't forward** or share posts, images or videos that will hurt others.

**IF YOU ARE BULLYING OR HARASSING SOMEONE stop and think about what you are doing!**

The School's response to bullying and harassment includes:

- Counselling/mediation
- Parental notification and involvement
- Suspension (in serious or repeated instances)
- Expulsion (in cases of aggravated or persistent harassment)

Everyone has a responsibility to stop harassment by sharing concerns with someone else. If we keep quiet about a situation, we help the harassment to continue