



Bullying & Harassment Policy & Procedures

1. Statement

1.1 Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

1.2 Our school will actively promote a positive and welcoming personal environment for all members of the school community. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

1.3 This policy is essential to provide a safe and friendly college environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

2. Aims

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental support and co-operation at all times.

3. What are bullying, cyber bullying and harassment?

3.1 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



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- It involves behaviours that can cause harm.

Bullying can be:

1. *direct* physical bullying – e.g. hitting, tripping, and pushing or damaging property.
2. *direct* verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect* bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

3.5 What Bullying is Not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social Rejection or Dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

3.6 Cyber bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as mobile phones, blogs and websites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.

3.7 Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.



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4. Effects of Bullying and Harassment

- poor mental health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects.

4.1 Am I bullying or harassing someone?

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with a teacher, youth worker or somebody who has an understanding of the issues

4.2 What are some of the feelings victims of bullying or harassment may experience?

- "I will ignore it and it will go away." If anything it will make things worse - you will give the impression that you agree with the situation.
- "I don't want to cause trouble." Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.
- "Am I to blame?" Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.
- "Am I imagining things?" Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

4.3 Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

4.4 What should you do if you see another person being bullied or harassed?

Tell the person that you witnessed the incident and advise them to report it to an appropriate person.

However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

4.5 There are many examples of bullying and harassment.

Bullying can involve:

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk



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- teasing a person because of their looks.

4.6 Cyber bullying can involve:

- Flaming – online fights using electronic messages with angry or vulgar messages
- Harassment – repeatedly sending nasty, mean and insulting messages
- Denigration – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- Outing – sharing someone’s secrets or embarrassing information or images online
- Exclusion – intentionally and cruelly excluding someone from an online group
- Cyber-stalking – repeated, intense harassment and denigration that includes threats or creates significant fear.

4.7 Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit. Subtle (the most common) acts may include:

- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another’s sexual activity
- persistent comments about a person’s private life or family
- physical contact e.g. purposely brushing up against another’s body
- offensive name calling.

4.8 Explicit (obvious) acts may include:

- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mails
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution.

4.9 What do you do if you are being bullied or harassed?

- tell the person you don’t like what they are doing and you want them to stop
- discuss the matter with a Coordinator, Engagement Leader or Principal
- the school will take your concerns seriously - all complaints will be treated confidentially.

5. Guidelines

5.1 A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

5.2 All new students and staff will be informed of this policy.



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5.3 All complaints of harassment will be heard in confidence and taken seriously.

5.4 Our school is committed to providing preventative programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

5.5 There will be disciplinary consequences, covering a range of strategies, for those in breach of the Bullying (including cyber bullying) and Harassment Policy. Disciplinary consequences will comply with the school's Student Engagement and Management Policy and Procedures. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Training (DET) guidelines.

6. Program

6.1 Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

6.2 The Bullying and Harassment Policy of the school will be available to students, parents/guardians and the local community via the College website and student planner, and to staff via Sharepoint.

6.3 The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/guardians and planning interventions.

6.4 If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student on Compass and to verify the actions taken.

6.5 Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in leadership programs, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. 'The Friendly Schools' and 'No Blame Approach to Bullying' programs.

7. Procedures

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

- stopping the bullying/re-statement of rules and consequences
- private conference
- shared discussion with Co-ordinator, and Engagement Leader if required.



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If the student does not take control over his/her behaviour, an Incident should be completed on Compass by the Co-ordinator and the Engagement Leader and Principal/Assistant Principal should be advised.

7.2 If the bullying or harassment continues, or in instances of severe bullying or harassing, the Co-ordinator, Engagement Leader or Principal may:

- meet with the student and parent/guardian to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- apply the method of shared concern
- conduct a restorative conference separately with the students involved.

7.3 Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing of the school community should be referred to outside agencies for evaluation.

7.4 The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/guardians will be contacted and consequences implemented consistent with the school's Student Engagement and Management Policy. Furthermore, the Principal may commence formal disciplinary action in line with the Student Engagement and Management Policy at any stage in the process depending on contextual information relating to the severity of the bullying (including cyber bullying) and harassment.

8. Evaluation

This policy will be reviewed every three years as part of the school review cycle or due to changes in DET legislation and guidelines.