

# **BULLYING & HARASSMENT**

## **POLICY**

### **Definition:**

A person is bullied or harassed when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people that cause someone to feel embarrassed, offended, upset, devalued, degraded or afraid. It is unwelcome, uninvited and unreciprocated. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others by their physical, verbal, or digital actions and these actions are unacceptable from or to anyone in our College community. Arguments or mutual conflict, random rudeness or poor communication and one off incidents are unpleasant but will not necessarily be considered acts of bullying.

### **Rationale:**

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right to respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment. As educators and professionals, staff will both implement and be bound by this policy.

### **Aims:**

- To reinforce within the school community what bullying is and what it is not, and the fact that it is unacceptable.
- To have everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To provide a fair and supportive environment free from all forms of harassment, that promotes personal respect, as well as providing physical and emotional safety for all.
- To seek parental and peer-group support and co-operation at all times.

### **Implementation:**

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- The school will adopt a four-phase approach to bullying.

#### **A. Primary Prevention:**

- All staff will be made aware of the legislative requirements relating to harassment and will complete DEECD online Workplace Discrimination & Sexual Harassment training.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response will be promoted.
- The College will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
  - The College will promote children responding assertively to bullying incidents involving themselves or others.
- A whole school approach to bullying will be presented and reinforced with each class along with a survey to identify bullying trends and behaviours twice per year by Home Group teachers and sub-school leaders (see attachments).
- 'You Can Do It Education' program implemented across the P-4 sub- school.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Student Representative Council, Year 12 school leaders, staff and students to promote the philosophy of 'No Put Downs'.

- Electives and structured activities available to students at recess and lunch breaks.

**B. Early Intervention:**

- Classroom teachers on a regular basis, will remind students to report incidents, and that reporting is not dobbing.
- Parents are encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of problems.
- All claims of harassment or bullying by staff will be treated confidentially, documented, and promptly and constructively addressed in accordance with DEECD guidelines.
- School Council will monitor implementation of this policy.

**C. Intervention:**

- Those identified through the Bullying Survey will be counselled.
- Once identified; bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

**D. Post Violation:**

- Consequences may involve:-
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.

**Evaluation:**

This policy will be reviewed with student, parent and community input as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

**October 2014**

# Adaptations to devise whole school approach to bullying

Components of No Blame Bullying and Naming It will be adapted to devise a whole of school strategy.

**Step 1** – we have not identified a victim as we are attempting to be proactive in our approach.

**Step 2** – a meeting with each class as a whole group is convened in an appropriate place where all can be accommodated comfortably but no-one is given the opportunity to opt out by sitting out of view or in a corner. All students need to have some involvement, however minor, to ensure they have engaged with the process on some level. ***This is to be conducted by Yr 12 students, an appropriate student with the support of a teacher or by Home Group teachers themselves.***

**Step 3** – the problem is explained that bullying exists in many forms and we are worried about students who are, have been or may be going to suffer as a result. Bullying may look like hitting, kicking, touching in an unwanted way, name calling and teasing which are very obvious. It can also be more subtle in the form of spreading rumours, making up stories about someone, leaving them out of group activities, laughing at people, using negative body language toward someone or putting them down in the eyes of others etc. Students are then given time to contribute overt or subtle forms of bullying. ***It is stressed that bullying is repeated and unwanted.***

The feelings that are generated when someone is bullied include being sad, lonely, depressed, feeling that they are unworthy, feeling powerless, stressed, anxious. The types of things that happen as a response to bullying also varies and include fighting and arguing, withdrawing, getting sick, avoiding school, lack of concentration, loss of confidence. Students will have the opportunity to contribute feelings or behaviours that result from bullying. It must be made clear that behaviours that make people uncomfortable are varied and may not all be covered here but could be considered bullying by certain people. Students who have inappropriate emotional responses will be counselled by wellbeing staff.

**Step 4** – responsibility is shared because there is to be no punishment, we can all play a role in ensuring it doesn't happen to us or anyone else and it is up to the group to ensure they are doing what they can to eliminate bullying. Students who engage in violence or assault of any kind will be immediately dealt with by Sub-school Co-ordinators, Assistant Principal or Principal.

**Step 5** – course of action. Naming It. Students will be trained in the use of an I statement when they see or experience bullying. This involves stating what is happening and how it makes you feel.

***“I’ve had enough of you bumping past me. Walk the other way.”***

***“I’ve had enough of your rumours. Talk the truth from now on.”***

***These statements recognise that the action is repeated and unwanted. There is an assertive statement about what the person being bullied would like to happen.***

“Get away or I’ll kill you” becomes threatening and could be bullying itself. All students in the College need to recognise that saying “I’ve had enough of.....” is a final warning.

If the undesirable action continues, students should name it to a teacher who will take action. Teachers should get involved when students have ***been encouraged to make*** an attempt to name the behaviour to the perpetrator themselves. This requirement will help students to grow from a bullying experience instead of being squashed by it. Students need to be encouraged to name on behalf of someone who is intimidated or encourage them to do so on their own behalf. If this is done to a teacher, it is not dobbing, it is helping someone out of a negative situation. ***Telling a teacher is a big step for many students and some action should happen then. A student should never be told that nothing can be done. Teachers should clarify***

*that the action has been repeated and tell the student they will speak to the student involved whether the victim has or not and tell the student that they will get back to them in a week or so to see how it went. Encourage students to deal with it themselves to empower them. Many students will speak up once but feel like a fool if they do so again if the behaviour doesn't stop. The teacher approaching them gives them a chance without making them feel like a burden. The teacher should then notify the Home Group teacher and sub-school leader and still check back with the student in a week.*

Emphasise that if something is named to you and you think it is minor or a joke, you are still expected to stop. If you don't mind something, don't name it. If someone names it, it means it matters. That is a personal judgement.

**Step 6** – leave it up to them. Students have time to think about their behaviour and respond in their day to day situations. Question students about whether there might be things they could name in other situations beyond school eg: with a brother or sister at home. Emphasise that bystanding while bullying occurs is helping to create a culture of bullying from which everyone will suffer at some time.

**Step 7** – Home Group teachers give reminders during class as the program takes its course and we evaluate its success. Home Group teachers play a role in ensuring that students are using the steps to address issues and monitoring incidents that arise and are reported to them. Reminders are given regularly to students about naming it and situations that are resolved.

**School intervention** – follow up occurs when a behaviour or behaviours have been named to the perpetrator but continue regardless. The only exception to this is when a victim needs support to name a behaviour to a perpetrator and this will be dealt with by the Student Wellbeing Leader or Home Group teacher. The bully will be required to nominate how they will make restitution for their behaviour. This may or may not be in the presence of the victim. This may include an apology written or verbal including a commitment that it will not happen again, a public apology to the group for letting them down, removal from certain areas or activities to allow the victim to feel safe again. All follow up actions must be restorative and logical consequences of actions. Discussion among staff and students should occur to ensure that creative solutions are genuinely making perpetrators take responsibility for their actions. *When consequences are applied, there needs to be more recognition than just a bully and a victim involved in an apology. The bully needs to be witnessed restoring the situation by a group that has been bullied or by the victim and a support person, or by the third person who was involved. Students feel that there is too much protection for a bully if others who may be affected are not made aware that a consequence has been applied.*

Repeats of behaviour at this level will involve parents of perpetrator and perhaps bullied student and will be dealt with by the student wellbeing leader, sub-school leader, Prin or AP.

Students who have issues of conflict resolution or anger management will continue to receive counselling in conjunction with parents and teachers as requested and required.

Steps 3-6 of this process will be repeated as a reminder to all groups and students on a semester basis along with a short survey to identify trouble places and people. This will allow naming of behaviours that can be more closely monitored for selected students.

*Survey (to be included) will accompany class discussion as a way for students to communicate and for school to gather data. Yard duty staff can respond to danger areas, home group teachers monitor named students, data checked against next survey for progress.*

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# Adaptations to devise whole school approach to bullying – advice to Yr 12 students.

1. A meeting with each class as a whole group is convened in an appropriate place where all can be accommodated comfortably but no-one is given the opportunity to opt out by sitting out of view or in a corner. All students need to have some involvement, however minor, to ensure they have engaged with the process on some level.  
**To be conducted by a pair of Yr 12 students for Years 5-10.**
2. The problem is explained that bullying exists in many forms and we are worried about students who are, have been or may be going to suffer as a result. Bullying may look like hitting, kicking, touching in an unwanted way, name calling and teasing which are very obvious. It can also be more subtle in the form of spreading rumours, making up stories about someone, leaving them out of group activities, laughing at people, using negative body language toward someone or putting them down in the eyes of others etc. ***It is stressed that bullying is repeated and unwanted.***
3. Responsibility is shared because there is to be restoration instead of punishment and we can all play a role in ensuring it doesn't happen to us or anyone else and it is up to the group to ensure they are doing what they can to eliminate bullying. Students who engage in violence or assault of any kind will be immediately dealt with by Sub-school Leaders, Assistant Principal or Principal.
4. Course of action. The New Naming It. Students will be advised to use of an I statement when they see or experience bullying. This involves stating what is happening and what you want to happen in future.  
***“I’ve had enough of you bumping past me. Walk the other way.”***  
***“I’ve had enough of your rumours. Talk the truth from now on.”***  
These statements recognise that the action is repeated and unwanted. There is an assertive statement about what the person being bullied would like to happen.
5. “Get away or I’ll kill you” becomes threatening and bullying itself. All students in the College need to recognise that saying “I’ve had enough of.....” is a final warning.
6. If the undesirable action continues, students should name it to a teacher who will take action. Teachers will get involved when students have ***been encouraged to make*** an attempt to name the behaviour to the perpetrator themselves. This requirement will help students to grow from a bullying experience instead of being squashed by it.

Students need to be encouraged to name on behalf of someone who is intimidated or encourage them to do so on their own behalf. If this is done to a teacher, it is not dobbing, it is helping someone out of a negative situation.

Telling a teacher is a big step for many students and some action should happen then. A student will not be told that nothing can be done. Teachers will clarify that the action has been repeated and tell the student they will speak to the student involved whether the victim has done so or not and tell the student that they will get back to them in a week or so to see how it went.

**EAST LODDON P-12 COLLEGE  
SEMESTER 2  
BULLYING SURVEY**



**THIS SURVEY IS CONFIDENTIAL**

Bullying occurs when there is a repeat of verbal and/or physical abuse, or exclusion. Bullying is not acceptable in this College, and under no circumstances will it be tolerated or excused. After the last survey, a number of students were confronted by the College Leadership Team and they were put on notice that their behaviour was expected to change. Please help us to eliminate bullying in this College by taking the time to complete this survey.



**\*Please circle your responses.**

**Have you been bullied on more than one occasion since the beginning of this year?**

Yes      No

**Have you witnessed another student being bullied?**

Yes      No

**How often does the bullying occur? (Please circle)**

Occasionally      Every few weeks      Weekly      Daily

**What type of bullying is involved? (Please circle)**

**Physical** (For example- hitting, pushing or deliberate bumping)

**Verbal** (For example- put downs, name calling, rumours or hurtful jokes)

**Exclusion** (For example- being deliberately left out of a group or activity)

**Where does the bullying mainly occur? (Please circle)**

On the bus      Playground      Classroom      Corridors

Change room      Gymnasium      Canteen

Other Please identify) .....

**Please name the students who are bullying either yourself or someone else. *We will not identify who has named them.***

.....

**Was the bully asked to stop by you or someone else?**

Yes            No

**Did the bullying stop?**

Yes            No

**Has the bullying been reported to a teacher?**

Yes            No

**If yes, were you made aware of the follow up action?**

Yes            No

**Would like to speak with someone about the bullying?**

Yes            No

**Please identify a teacher or counsellor who you would feel most comfortable talking to about the bullying**

.....

**Your name .....**

*(We want to stop bullying but we may need your help to stop either you or someone else being bullied. Remember that your responses will be confidential unless you choose otherwise.)*



**Please remember that you can approach any member of staff at any time to discuss any incidents of bullying.**

**Alternatively, you can discuss the problem with an adult or friend, or contact**

**Kids Help Line Phone 1800 55 1800**

**Or on the internet- [www.kidshelp.com.au](http://www.kidshelp.com.au)**