



CLYDE
GRAMMAR

Bullying, Harassment, Sexual Harassment & Discrimination Policy (Students)

Rationale

All students have the right to feel safe and protected from bullying, harassment or discrimination of any form within the learning and social environment of the school. Clyde Grammar is committed to the development and reinforcement of a culture of positive behavior, respect and tolerance by rejecting all forms of bullying, harassment and discrimination.

This policy sets out the principles and framework governing the school's behaviours and activities that support all members of the school community in enacting a zero tolerance of bullying.

Aims

- To clearly define bullying, harassment and discrimination to ensure that all members of the school community are sufficiently aware of what does and does not constitute such negative behaviours.
- To promote and support safe and respectful learning environments where bullying is not tolerated.
- To alert everyone within the school community of the signs and evidence of bullying and ensure that all cases of bullying are reported to staff, whether by the victim or by an observer.
- To ensure that all reported incidents of bullying are followed up appropriately.
- To seek the support and cooperation of all students, staff, and parents/guardians in reducing and managing bullying, harassment and discrimination within the school community.

Definitions

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.

There are four broad categories of bullying:

- Physical bullying
Physical bullying includes (but is not limited to) hitting, tripping, pinching or pushing another student, or purposely damaging their property, which can cause both short term and long term damage.
- Verbal bullying
Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.
- Social bullying
Social bullying (aka covert bullying) is designed to harm someone's social reputation and/or cause humiliation. As such, it is often harder to recognise and can be carried out behind the bullied person's back.

Social bullying includes:

- Lying and spreading rumours;
- Negative facial or physical gestures, menacing or contemptuous looks;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking unkindly;



- Encouraging others to socially exclude someone; and
- Damaging someone's social reputation or social acceptance.

D. Cyber bullying

Cyber bullying is overt or covert bullying behaviours using digital technologies, such as social media, instant messaging, texts, websites, and other online platforms.

Cyber bullying can include:

- Sharing abusive or hurtful texts, emails, posts, images or videos;
- Deliberately excluding others online;
- Spreading nasty gossip or rumours online; and
- Imitating others online or using their log-in details.

All students are required to sign and comply with the school's Student Acceptable Use Agreement, which strictly prohibits students from engaging in cyber bullying.

Behaviours that do not constitute bullying

There are a number of socially unpleasant situations which are often confused with bullying. Unless they occur deliberately and repeatedly, the following situations do not constitute bullying:

- Single episodes of social rejection or dislike;
- Single episodes of nastiness or spite;
- Random acts of aggression or intimidation;
- Mutual arguments, disagreements or fights; and

Although they do not formally constitute bullying, these situations have the potential to escalate and should not be ignored. Teachers should deal with all instances of poor or hurtful behaviour per the school's Behaviour Management Policy.

Reasonable and legitimate actions of CSV Ltd or Clyde Grammar in managing a student's behaviour do not constitute bullying.

Discrimination: There are two broad categories of discrimination:

A. Direct Discrimination

Direct discrimination is when a person, or group of people, is treated less favourably than another person or group of people because of their background or certain personal characteristics.

B. Indirect Discrimination

Indirect discrimination is when an unreasonable rule or policy applies to everyone, but has the effect of disadvantaging some people because of a personal characteristic they share.



It is unlawful to discriminate against or harass a person on the basis of any of the following attributes or personal characteristics:

- Age;
- Disability or impairment (including physical, intellectual, mental or psychiatric);
- Race (including colour, national or ethnic origin, or immigration status);
- Religious beliefs or activities;
- Sex or gender identity; or
- Physical features.

Disability: The Disability Standards for Education 2005 (the Standards), as informed by the Disability Discrimination Act 1992 (the Act), place a positive obligation on the School to make reasonable adjustments for a student who has a disability, as defined by the Standards.

The Standards require that the School must make reasonable adjustments where necessary to ensure that students, or prospective students, with disabilities are treated on the same basis as those without disabilities. An adjustment is considered reasonable in relation to a student with a disability if it balances the interests of all parties affected.

In determining whether an adjustment is reasonable, the School should give consideration to all relevant facts and circumstances, including:

- The student's disability;
- The views of the student or their associate;
- The effect of the adjustment on the student, including their independence and their ability to achieve learning outcomes and participate in the school curriculum;
- The effect of the proposed adjustment on anyone else affected, including the School, staff, and other students; and
- The costs and benefits of making the adjustment.

The School will comply with the Standards and the Act, make all necessary adjustments and put into place a support plan for any student with disabilities.

Harassment: Harassment is any behaviour targeting an individual or group due to a particular personal attribute or characteristic (such as those listed above) that offends, humiliates, or intimidates them and/or creates a hostile environment.

Harassment may be:

- A single act or an ongoing pattern of behaviour;
- Random or specifically directed toward a particular person or group of people; and/or
- Intentional or unintentional.

Sexual Harassment: Sexual harassment is unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. Sexual harassment may be either a repeated behaviour or stand-alone incident. It is defined by the nature and impact of the behaviour, not the intention behind it.



Vilification: Vilification is behaviour, through word or action, that incites hatred, contempt or ridicule of another person or group, generally because of that person's or group's race or religious belief.

Examples of vilification include but are not restricted to:

- Public threats of harm;
- Encouraging others to hate someone because of that person's religion;
- A racist statement in a public meeting; or
- Racist graffiti.

Implementation

Clyde Grammar has applied a four-phase approach to bullying, harassment and discrimination:

A. Primary Prevention

- Professional development training for staff relating to bullying, harassment and discrimination, including proven counter actions to resolve such incidences. All new staff will receive this training during induction, with refresher training run annually by an independent training provider.
- Building a culture of acceptance by educating students, through the school curriculum, on other races, cultures, and beliefs, and the importance of being mindful of others and not discriminating against, harassing, or bullying anyone based on their personal characteristics.
- Educating students, through the school's Pastoral Care program, on the types of bullying, harassment and discrimination, as well as the consequences and impacts of such negative behaviours.
- Community awareness and input relating to bullying, harassment and discrimination, their characteristics, and the school's programs and responses.

B. Reporting

- All instances of bullying, harassment and discrimination should be immediately reported to a Child Safety Officer (i.e. Clyde Grammar classroom teacher) or the Principal. The victim, their parents/guardians, and/or observers of the incident must not retaliate and respond to the perpetrator or connected parties with any negative behaviours that breach Clyde Grammar's Student Code of Conduct, as this may result in negative consequences for the victim.
- Reports may be made by the victim themselves, or by an observer or the victim's parent.
- Parents are encouraged to contact the school if they suspect that their child has been subject to bullying, harassment or discrimination.
- Victims and other students should feel safe and comfortable disclosing incidents of bullying, harassment or discrimination with Child Safety Officers. Child Safety Officers must ensure that they follow the same procedures and guidelines for responding to student disclosures as in Appendix 1 of the school's Mandatory Reporting Policy.

C. Intervention

Isolated, infrequent or less serious incidents

- All instances of suspected bullying or inappropriate behaviour must be responded to by staff. Staff must respond appropriately and proportionally to each allegation, consistent with the school's Student Code of Conduct.



- Parents must be contacted if their child is alleged to have been bullied or experienced harassment or discrimination, or if their child appears to have behaved inappropriately or bullied someone else.
- Appropriate and proportional consequences may include a verbal apology, writing a letter of regret, loss of privileges, etc.
- Public recognition and reward for positive behaviour and resolution of problems will occur as appropriate.

Repetitive or Serious Incidents

- Serious incidents and/or repetitive incidents of bullying or unacceptable behaviour must be reported, documented, and responded to by staff.
- Serious incidents are those that include physical assault, sexual assault, criminal activity involving theft or serious damage of property, serious threats or homophobic bullying etc.
- All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may be also be reported to and investigated by Victoria Police or other external organisations and authorities, as appropriate.
- The school may contact external support professionals, such as counsellors, as appropriate.
- Unless advised by Police or other external authorities not to do so, students, staff and other members of the school community identified by others as bullies or perpetrators of harassment or discrimination will be informed of the allegations and given the opportunity to respond to such allegations to ensure procedural fairness.
- All repetitive or serious incidents must be brought to the attention of the School Principal for appropriate investigation.
- The parents/guardians of the targeted child must be contacted by the most appropriate staff member as soon as possible.
- The principal will monitor any investigations referred to external authorities and review the situation until matters are appropriately resolved.
- A management strategy for all parties will be developed in consultation with the students and parents involved.
- Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences consistent with the school's Student Code of Conduct.
- Parents or community members who bully or harass or abuse staff will be provided with official warnings, and if necessary referred to the police, and/or have Trespass Restrictions placed upon them by the Principal, consistent with the Summary Offences Act.

D. Post Incident Follow-Up and Review

It is important that strategies are put in place after the incident has been resolved, to ensure the ongoing wellbeing of all students involved and reduce the risk of recurrence. Such appropriate strategies may include:

- Conciliation meetings between all parties;
- Ongoing monitoring of students involved;
- Follow-up meetings regarding each child's management strategy;
- Ongoing communication with parents;
- Counselling for both parties; and/or
- Reinforcement of positive behaviours and appropriate behaviour strategies.



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Evaluation

This policy is to be reviewed annually, or as incidents arise.

Last review: October 2019

Next review required before October 2020.



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