
Anti-Bullying / Cyber-Bullying

Rationale:

Kambrya College 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**. This policy should be read in conjunction with *Ministerial Order 870- Child Safe Standards*, and the College's *Statement of Commitment to Child Safety*. To ensure ease of access to relevant policy for community members, Kambrya College articulates the following components of student engagement as separate policies under the overarching framework of student engagement and inclusion.

Student Engagement and Inclusion Policy Framework:

- Community Code of Conduct
- Child Safe Code of Conduct
- Attendance Policy
- **Anti-Bullying / Cyber-Bullying Policy**
- Equal Opportunity and Anti-Harassment Policy
- Disabilities and Impairments Policy
- Discipline Procedures
- Student Safety: Responding to Critical Incidents Policy
- Uniform
- Class Formation

The policies that sit within the Student Engagement and Inclusion Policy framework reflect the school community's aspirations and the unique local context of Kambrya College. This is critical to developing a positive school culture and supporting a school council's strategic aims.

Aims:

- To explain what bullying and harassment are and that they are unacceptable and will not be tolerated.
- 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 and peer-group support and co-operation at all times.

Kambrya College will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. 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.

Implementation:

Guidelines:

- Kambrya College will not tolerate bullying (including cyber-bullying) or harassment. 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 (e.g. Sub-School Co-ordinator / Assistant Principal / Principal) in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

- A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way, with a focus on student safety and wellbeing. If students believe they are being bullied or harassed, they may contact their Home Group teacher, relevant classroom teacher or Sub-School Leader in the first instance (or another staff member that they would prefer to discuss the matter with).
- All new students and staff will be informed of the *Anti-bullying–Cyber-Bullying Policy* and the *Equal Opportunity and Anti-Harassment Policy* and practices at the commencement of their time at the school.
- All complaints of bullying (including cyber-bullying) and harassment will be heard in confidence and taken seriously. This policy will be made available to parents and the College community via the College website.
- Kambrya College will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and/or *Equal Opportunity and Anti-Harassment Policy*, guidelines and procedures (**see Appendix A**). Additionally, there will be disciplinary consequences, as required in line with Kambrya's *Student Engagement and Discipline Policy*.
- Breaches of criminal law with respect to bullying and harassment, including cyber bullying, will be dealt with in consultation with appropriate agencies and personnel.

Program:

A. Primary Prevention:

- Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.
- Community awareness and input relating to bullying (including cyber-bullying), its characteristics, its effects on victims and the College's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving; such as: education in coping strategies; assertiveness training; problem solving and social skills; restorative practice, method of shared concern, counselling and behaviour modification.
- The Anti-Bullying and Equal Opportunity Anti-Harassment Policies of the school will be promoted to students, staff, parents/carers and the local community.
- Each classroom teacher to clarify with students at the start of each year the College policy on bullying, cyber-bullying and harassment.
- 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 peer support programs, extra-curricular programs and occasional activities run by outside experts and workers. College communication and curriculum will include anti bullying and anti-harassment messages and strategies in-line with legislative and DET requirements.
- All students to be provided with individual and confidential network log ins and passwords. Processes to be put in place to ensure tracking of student activity on the College's network. Firewalls to be installed to eliminate outside traffic into the College's network and intranet.
- Student Representative Council, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.

B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- On a regular basis reminding students and staff to report incidents of bullying.
- Monitoring of student traffic on College's computer networks to identify potential problems.
- Parents encouraged to contact the College if they become aware of a problem.
- 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/carers and planning interventions.
- Public recognition and reward for positive behaviour and resolution of problems.
- Parents to be contacted.

C. Intervention:

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Parents will be contacted.
- Both bullies, victims (and witnesses, where relevant) will be offered counselling and support.
- Removal of cyber-bullies from access to the College's network and computers for a period of time. Loss of privilege to bring a mobile phone to the College for students who bully via SMS or similar.
- If student bullying persists parents will be contacted, and consequences implemented.

D. Post Violation:

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the College Policies. The Principal or their nominee will provide disciplinary consequences; including suspension, in accordance with Department of Education and Training (DET) guidelines.

Consequences for students will be individually based and may involve:

- Exclusion from class.
- Exclusion from yard.
- Suspension.
- Withdrawal of privileges.
- Ongoing counselling from appropriate agency for both victim and bully.

Strategies towards eliminating bullying behaviour will involve:

- Reinforcement of positive behaviours.
- Classroom Meetings.
- Wellbeing support structures.
- Rewards for positive behaviour.

Links and Appendices (including processes related to this policy)

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicebullying.aspx>

Ministerial Order 870:

<http://www.vrqa.vic.gov.au/childsafeschools/Documents/Min%20Order%20870%20Child%20Safe%20Standards.pdf>

Ministerial Order 626:

<http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

Policies that are relevant:

- DET's Safe Schools are Effective School
- Acceptable Use Agreement.
- Kambrya College *Equal Opportunity and Anti-Harassment Policy*

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyber bullying) and Anti-Harassment Procedures
- Appendix B: Reporting on Incident of Bullying / Harassment
- Appendix C: Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

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Approved by Kambrya College School Council	May 2018
Responsible for Review	Paul Looker- Assistant Principal
Next Review Date	May 2021

Appendix A

Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

1. What are Bullying, Cyber Bullying and Harassment?

1.1 Bullying

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

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** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of electronic means to humiliate and distress

What Bullying is Not

Many distressing behaviors 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.

1.2 Cyber-bullying

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xanga's (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.

1.3 Harassment

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

2. Why do we have a Policy on these?

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*.

3. What are the effects of Bullying and Harassment?

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

3.1 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 an adviser or somebody who has an understanding of the issues

3.2 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.

3.3 Bullying or harassment can often make people feel:

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

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.

4.1 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
- teasing a person because of their looks

4.2 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

4.3 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) they 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

Explicit (obvious) they 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-mail
- 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

5. 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, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

5.1 How will your complaint be dealt with?

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

Level 1

If the bullying or harassment incident is 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
- restorative questioning
- think time detention
- private conference
- method of shared concern

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

Level 2

If the bullying or harassment continues or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and “target”

Level 3

For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual ‘strength building’ plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

Level 4

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school’s Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with **‘Student Engagement and Inclusion Policy Guidance’ (DET) and Ministerial Order 625** at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.

Appendix B

Reporting on Incident of Bullying / Harassment – Template

Staff member recording incident: _____

Date: / __ /

Name of student(s) who appears to have instigated bullying

Year/Class: _____

Name(s) of target(s) _____

Name(s) of witnesses

Did you observe the incident? YES No

If 'NO' who reported the incident to you? _____

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

What form(s) of bullying took place? Verbal Physical Indirect _____ Cyber

Other Please detail: _____

Was the incident of bullying: Mild Severe

Describe how you responded (Did you use a school anti-bullying practice?)

Describe how student responded to your intervention

Where / when / time incident took place:

Location: _____

When: before school recess lunch in class _____ after
school

Time: ____ : ____ am/pm

Date incident took place: _ / _ / _____

Additional comments:

Appendix C

Formal Referral of Student who has bullied / harassed other to Student Welfare Coordinator – Template

(This form may be completed by a classroom teacher, year level coordinator, school administrator or Student Welfare/Wellbeing Coordinator)

Staff member recording incident: _____

Date: / __ /

Position:

Name of student being referred: _____

Year/Class: _____

History of incident(s) of bullying (dates, description)

Have parents/guardian been notified?

YES

No

If 'NO' why not? _____

Have they attended a conference?

YES

No

If 'NO' why not? _____

Are they willing to participate?

YES

No

If 'NO' why not? _____

What appears to be the reason for the student's bullying behaviour (family, peer, school, personal, other)?

What practices have been tried?

Impact

What has been the student's attitude towards student(s) who have been targets? (e.g., any concern or remorse expressed)?

A brief description of academic performance of student over past year or more.

Distinguishing 'at risk' factors of student (e.g. limited English: economic disadvantage of family; ADHD)
