



Bullying and Harassment Prevention Policy and Procedure

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Staff Handbook

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1. POLICY STATEMENT

The Georgiana Molloy Anglican School (GMAS) community will not tolerate bullying or harassment in any form, and is are committed to following a restorative pathway to prevent harm from bullying, which incorporates conflict resolution strategies rather than punitive approaches. GMAS is committed to working with families to establish a culture that rejects bullying and harassment and aims to provide a safe, secure and positive environment in which students feel valued and safe and can develop the knowledge, skills, self-confidence and maturity to respect and care for themselves and for others. It is the responsibility of all students and staff to support this aim. Staff are entitled to perform their roles and students are entitled to learn in an environment free from humiliation, oppression and abuse, where individual differences are appreciated.

GMAS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Please see Definitions below for a description of these terms, as defined in the Guide to Registration Standards for Non-Government Schools

2. SCOPE OF POLICY

This document applies to the whole GMAS community, including staff, students, parents/guardians, volunteers, contractors and visitors. At GMAS a whole-school approach is taken, which we believe is the most effective way of developing a positive school culture.

The majority of this document focuses on bullying behaviour exhibited by students towards other students. Claims of adults bullying students are treated as child abuse. Further information on this can be found in the Child Safe Policy and Behaviour Support Policy and Procedures (see Related Documentation).

In addition, bullying can also occur in the workplace. Such bullying can occur between peers as well as between a 'supervisor' and their subordinates. Bullying in the workplace is covered by the Staff Code of Conduct.

3. POLICY AIMS

To teach, protect and support members of the GSG community by:

- affirming the rights of all members of our school community to feel safe and be safe at school
- providing a learning environment where diversity and individual differences are appreciated and accepted
- modelling behaviour that always shows tolerance and acceptance by all members of the school community, and
- developing a culture that emphasises the protection of rights, the enhancement of personal responsibility, accountability, self-discipline and respect for the rights of others and their property.

To increase the awareness of all members of the school community by communicating:

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- an understanding of the characteristics of bullying and anti-social behaviours
- the school's attitude as one of total opposition to anti-social behaviours such as bullying and countering the view that they are an inevitable part of school life, and
- the school has strategies to detect, prevent and respond to anti-social behaviour.

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4. DEFINITIONS

Antisocial Behaviour

Any conduct that impinges upon the ability of a member of the school community to enjoy positive peer relationships. This includes bullying.

Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have 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 can take many forms, some examples include, but not limited to:

- **Physical:** pushing, kicking, hitting, tripping, spitting, pinching
- **Psychological/Emotional:** threatening to or taking someone's food, money or possessions, stalking, manipulation and intimidation, refusing to sit next to someone, deliberately excluding others from a group
- **Verbal:** using offensive names, spreading rumours, ridiculing, teasing, constant criticism
- **Non-verbal:** offensive notes or graffiti, rude gestures or facial expressions,
- **Cyber:** offensive emails, text messages or social media posts, threatening images
- **Property:** hiding, stealing or damaging property
- **Sexual harassment:** unwanted touching, inappropriate joking, taunting or teasing of a sexual nature, and/or exposure

Cyber Bullying

Cyber bullying is the carrying on of some of the above forms of bullying (whether while in school or not) by use of electronic technologies such as email, websites, Facebook, online chatrooms, Twitter, TikTok, blogs, Snapchat, Instagram, or any other social media platform, or the negative use of Artificial Intelligence. Cyber bullying can include:

- Sending hateful or threatening comments or pictures via MSN, mobile phone, the internet, or social networking sites
- Using technology to socially exclude
- Posting rude, explicit, or embarrassing images of someone on the internet

- Stealing someone's digital identity to harm them in some way
- Putting pressure on a person to send revealing or compromising images of themselves
- Covertly filming, recording, or taking a picture of someone and posting the images on the internet to cause hurt
- 'Outing' and disseminating confidential information about someone
- Flaming and multi-messaging to clog up a person's electronic system and to cause them distress
- Using aliases and pseudonyms in chat rooms or on social networking sites to harass and upset
- Engaging in cyber stalking and invading a person's privacy

Sexting can be another type of cyber bullying, involving taking sexually explicit pictures and making the images available for others to see via an electronic device. Sending explicit images of anyone including yourself is a crime if you are under the age of 18 years. If the person in the picture is under the age of 16 years, it can be a very serious crime, possibly resulting in charges of paedophilia.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance);
- not liking someone or a single act of social rejection;
- one-off acts of meanness or spite; and
- isolated incidents of aggression, intimidation or violence. However, these conflicts still need to be addressed and resolved.

Bullying has three main features:

- it involves a misuse of power in a relationship,
- it is ongoing and repeated, and
- it involves behaviours that can cause harm.

(From https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying_March_2018)

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5. PROCEDURES

9.2 Prevention of Bullying

All members of the School community must clearly demonstrate a commitment to supporting each other in the implementation of the Anti-Bullying Policy and procedures in a regular and consistent manner. Preventing bullying is the responsibility of every member of the School community and it must be acted upon if witnessed or reported.

1.1.1 Prevention Strategies for the Whole School

Increase awareness of relevant School policies through:

- clear communication of expectations
- improving awareness

- encouraging personal responsibility

Staff and student leaders are to be aware of:

- responsibilities for child safety
- policies and codes of conduct, as relevant;
- potential risks;

A curriculum that addresses social emotional learning, anti-bullying strategies and reporting of bullying incidents

- modelling appropriate behaviour, especially:
 - o tolerance and acceptance of individual differences;
 - o use of alternative conflict resolution strategies;
 - o cooperation and teamwork; and
 - o active observation.

Monitoring and Review of Policy Implementation

- Records of incidents are maintained
- Continual revision of structures, systems, and groups within the School to see that they are operating in a way that fosters pro-social behaviours.

Responses to Bullying

Response Strategies for Parents

The School should be the first point of contact regarding a child who is perceived to be engaging in anti-social or bullying behaviour.

Response Strategies for Students

- Notify a trusted adult as soon as possible
- Use the communication channels offered, including website, email or face to face contact with trusted adult at school or at home

The Role of the Bystander

is crucial in repairing incidents of anti-social behaviour and needs to be clearly understood by all community members. Bystanders have the responsibility and the power to effect social change.

Bystanders may assist by:

- not encouraging bullying through their words or actions;
- providing support to the target of bullying;
- moving to align themselves with the target; • simply saying, "Stop it";
- drawing the instigator's attention to the bullying;
- reporting bullying to staff and/or student leaders.

The School's response to Bullying

The School will investigate bullying that is witnessed by a staff member or reported to a staff member.

Reporting may occur in person or online. Parents and students are asked to notify the School about

any incident that may constitute bullying as soon as it occurs so that the issue can be handled in a timely manner.

Response to the Student being bullied

Students experiencing bullying or anti-social behaviour will be offered the assurance that the incident they have reported will be investigated, acted upon and resolved in a timely manner.

Response to the Student bullying

On the School becoming aware of a bullying incident a Level 2 of the Behaviour Support Policy will be implemented. Details of the incident, including the identity of the bully and victim, should be reported as quickly as possible after the bullying incident has occurred, to Assistant Head Primary or Head of Year.

Once the report on the incident has been received, a staff member will review the information. The result of the review will determine the course of action for the students involved.

Where appropriate, parents of both the offending student and victim will be advised of the nature of the behaviour and the outcome, and the outcome will be recorded.

Depending on the nature of the incident the matter move to Level 3 or Level 4 Behaviour Support Policy and referred to the Head of SubSchool, Deputy Principal or Principal.

Serious and/or repeated incidences of bullying behaviour may attract consequences including counselling, suspension or exclusion.

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6. RESPONSIBILITIES OF PARENTS OR CAREGIVERS

Do:

- Involve children in decision making about what to do
- Listen to what children say
- Tell children that they understand
- Discourage children from retaliating verbally or physically
- Support the school in dealing with the issues, as education is a family / school partnership
- Take an active interest in the children's social development
- Approach the matter with kindness and respect for all parties involved in the matter
- Report incidents of bullying to their child's Home Room teacher, Head of Year or Head of School

Do not:

- Let emotion and / or anger impair their thought processes
- Feel guilty or ashamed
- Make children think that the issues are not important
- Blame the children
- Blame the school
- Accuse people without knowing all of the facts
- Look for scapegoats
- Demand to know all the details at once before investigations can occur
- Look for easy solutions
- Engage in social media defamatory comments or viewpoints

7. RESPONSIBILITIES OF STUDENTS

- Ensure their behaviour does not intimidate or harass other students
- Stop bullying behaviour when they witness it.
- Report bullying behaviour to staff as soon as they become aware of it.
- Behave as responsible digital citizens and do not tell anyone your passwords, private details or access codes.

8. RESPONSIBILITIES OF GMAS STAFF

- A staff member who observes bullying or harassment must intervene unless their safety or that of bystanders is put at risk by such action
- Educate students about bullying, and empower students to act to stop bullying if they witness it occurring.
- Offer support, by listening and responding, to all complaints of bullying.
- When bullying or harassment is reported to a staff member, they must inform relevant members of staff: the Classroom Teacher, the Home Room Teacher and/or Head of Year of

the students involved; if the matter is serious or ongoing they must inform the Head of School or the Deputy Principal.

- Reports of bullying and harassment are followed up as promptly as possible and dealt with initially by the Classroom Teacher, the Home Room Teacher and/or the Head of Year; or, in serious or ongoing instances, by the Head of School or the Deputy Principal who will follow-up and inform the Principal.
- Interviews must be fully documented. Consequences must be recorded as a student profile in SEQTA.
- Students involved in bullying incidents are asked to seek counselling. This may be done informally by the staff member who has dealt with the incident or students may be offered counselling with a member of staff responsible for their pastoral care or the School Chaplain, or in other cases, through the School Psychologist or School Counsellor.

9. ANTI BULLYING WEBSITE RESOURCES

[Bullying. No Way!](#)

[Friendly Schools Program](#)

[Safe Schools Hub](#)

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