

Subject: ANTI-BULLYING POLICY	Policy No: STU8 – Version 6
Covers: ALL STUDENTS AND ALL STAFF	Effective: September 2014
	Revised: March 2025
	Review Date: March 2027

1. PURPOSE

The purpose of this policy is to outline for teachers, parents and students what is expected of them in relation to the School's commitment to providing a safe, respectful learning environment that is inclusive and supportive for all students..

This policy aims to:

- support a culture of positive behaviour with high levels of student engagement as essential for ongoing achievement and wellbeing;
- establish a transparency around processes followed when students exhibit adverse behaviours;
- ensure the safety of all the members of the community;
- support the development of self-discipline, self-respect, self-worth, and respect for others; and
- to create an environment where the right of students to learn and the right of teachers to teach is respected.

2. SCOPE

This policy refers to all situations where students including Boarding students, teachers, parents, caregivers and members of the wider school community are involved in School activities. A Year 12 student is considered to be enrolled until the business day after the completion of their final exam.

The application of this policy is not limited to the School's site and operating hours. It extends to all activities and events that are School -related, including when students are:

- On School grounds.
- At any in School related activities or representing the School (including for example camps, events, excursions, incursions, retreats, sport, awards nights).
- Representing the School, including when off campus, or in a digital environment.
- Travelling to and from School, as well as to and from off-site activities.
- Wearing the School uniform.
- Under the School's legal duty of care.
- Otherwise engaging in behaviour which in the reasonable opinion of the School may affect student health and safety, student relationships, staff health and safety, staff-student relationships, or the reputation of the School.

This policy is to be read in conjunction with the Student Code of Conduct.

3. **BACKGROUND**

This policy has been established because each member of the School community must through words and actions actively work together to resolve incidents of bullying behaviour when they occur.

The School is committed to providing a work and learning environment free from fear, intimidation, humiliation and harassment.

4. **WHY HAVE AN ANTI-BULLYING POLICY?**

All members of the Collegiate community are committed to fostering a learning environment which is safe and caring and promotes emotional wellbeing and learning. It is the responsibility of ALL members of our community to ensure this occurs.

The School uses the restorative approach in all incidents where relationships have been compromised and as a consequence the vast majority of incidents are restored quickly and with no further repercussions.

5. **BULLYING**

The national definition of bullying for Australian schools says: Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that is intended to cause (or recklessly causes) 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 records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Bullying, harassment or any form of discrimination, is immoral and can be unlawful because it interferes with a person's right to feel safe and valued.

6. **EXAMPLES OF BULLYING**

Bullying can take many forms:

- **Physical bullying** – including fighting, kicking, pushing, shoving, pinching, invasion of private space and any unwanted touching that is used to harm or intimidate. It can also be interfering with someone's property.
- **Verbal bullying** – including name calling, suggestive remarks, abusive or offensive language, spreading rumours, demeaning remarks, putting people down both to their face and behind their backs (particularly those which refer to personal characteristics and impact on self-esteem), sarcasm, insults, threats of unfair criticism, rumour spreading, intimidating noises, and teasing people because of their race, gender, religion, appearance, family or friends.

- **Non-verbal bullying** – writing offensive notes, graffiti about others, rude gestures, damaging other people’s possessions
- **Exclusion bullying** – ranges from deliberately leaving people ‘out’ of activities or treating them as if they don’t exist, manipulating relationships and ruining friendships and deliberately making social invitations in front of them to others that excludes them.
- **Victimisation bullying** – including stand-over tactics, extortion, picking on others, threats to ‘get’ people.
- **Cyber bullying** – is the use of digital devices, particularly mobile phones and computers, with the intent to deliberately hurt them socially, psychologically or even physically. Detailed below.
- **Sexual bullying** – any unwelcome written, verbal or physical contact of a sexual nature (including those actions which are perceived to be sexual in nature), sexually orientated jokes, drawings of or writing about another person’s body, unwanted invitations of a sexual nature, showing explicit images without permission and asking questions about another person’s sexual activity or orientation.
- **Sexting** – sending sexually explicit messages or photographs via electronic devices.
- **Psychological** – spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, voice and text messages, inappropriate use of camera phones, photographic and video images, inappropriate use of social media.
- **Indirect** – influencing or organising someone else to bully or harass another person.

7. HARASSMENT

Harassment is any type of conduct or behavior towards another person that is offensive, humiliating, demeaning, derogatory or intimidating. Harassment can be verbal, physical, written or visual in relation to a person’s religion, race, physical appearance, dress or private life, or in relation to a disability.

8. CYBER-BULLYING

Cyber-bullying is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking.

Cyber bullying can be particularly damaging because of the capacity to humiliate, hurt and harm a person in front of a huge ‘audience’.

A dangerous feature of cyber bullying is that it can be done quickly and easily. On an impulse, a person can create emotional havoc for another and do so before the voice of reason hints at the inappropriateness of the action. A further problem with cyber bullying is that the person bullying is often unaware of the extent of the harm they are causing because cyber bullying seldom occurs face-to-face.

The feedback is muted by distance so that they are protected from an understanding of the awfulness of their behaviour. Cyber bullying represents unlawful activity that may result in police laying charges. Cyber bullying has been linked to depression, self-harm and even suicide.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, TikTok, Snapchat and/or X
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

9. TYPES OF CYBER-BULLYING

- Using electronic devices such as mobile phones to take photos and recordings without consent and posting the images online to cause hurt.
- Stealing someone's identity by using a person's screen name or password to harm them in some way.
- Excluding someone on social media and/or inciting hate.
- Forwarding private emails messages pictures etc. to other unintended recipients.
- Sending confidential information about someone.
- Spreading rumours online
- Sending offensive messages or posting negative comments via social media
- Pressuring someone to send revealing or compromising content eg photos
- Flaming and multi-messaging to clog up a person's electronic system and to cause them distress.
- Posting rude, explicit or embarrassing messages or pictures about someone online.
- Using aliases and pseudonyms in chat rooms and on social networking sites to harass and upset.
- Engaging in cyber-stalking and the invading of privacy.
- Referring to the School in a negative or disparaging manner.

10. WHAT IS NOT BULLYING

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require staff intervention and management.

Behaviours that do not constitute bullying include:

- **Single incidents** - Single episodes of nastiness, intimidation, violence or acts of 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.
- **Mutual conflict** - Bullying behaviour is not disagreements between equals, situations of mutual conflict or children not getting along well. 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** - Not liking a person or a one-off act of social rejection, meanness or spite is not bullying. 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.

11. SIGNS OF BULLYING

Signs that a student may be the subject of bullying include:

- becoming aggressive and unreasonable;
- startling physical or verbal altercations;
- refusing to talk about what is wrong;
- crying at night and having nightmares;
- feeling ill in the mornings;
- refusing to go to school;
- unexplained bruises, cuts or scratches;
- a drop in academic performance.

Less obvious signs could include a student that:

- is often alone or excluded from friendship groups at school;
- is a frequent target for teasing, mimicking or ridicule at school;
- changes their willingness to speak up in class;
- withdraws from friends and activities they previously enjoyed; or
- appears insecure or frightened in the classroom.

12. RESPONSIBILITIES AND DELEGATIONS

All members of the School community have a specific responsibilities in preventing and dealing with bullying and promoting positive relationships.

Principal	<ul style="list-style-type: none"> • Ensure a safe, secure and harmonious work environment for students and staff • Develop, implement and monitor this policy and ensure it is evaluated and reviewed by the school community • Ensure staff are provided with training and development opportunities to identify and manage incidents of bullying and/or harassment • Ensure that this policy is available to the school community • Employ staff who have specialist skills in helping both targets and perpetrators of bullying • Ensure effective pastoral and wellbeing support for students • Model and promote appropriate relationships and behaviours
Deputy Principal	<ul style="list-style-type: none"> • Ensure staff are aware of this policy and monitor its implementation • Model and promote appropriate relationships and behaviours • Ensure anti-bullying and harassment content is included in the curriculum • Implement and monitor strategies for dealing with bullying and harassment matters when raised • Periodically undertake confidential surveys of student wellbeing and bullying behaviour and where possible following up on identified perpetrators and targets • Identify patterns of bullying behaviour and initiate School action to respond • Provide feedback to the appropriate persons when bullying and harassment issues occur • Use a range of interventions and sanctions applicable to various age groups and situations to deal with and discourage bullying behaviour in accordance with the Student Code of Conduct • Manage complaints about bullying, investigate thoroughly and take necessary action in a timely manner • Liaise with a Police Liaison Officer (depending on nature of incident) • Maintain partnerships with parents in the prevention and appropriate response to bullying behaviours • Ensure that consequences for bullying include opportunities for students to learn more appropriate social skills and responsible behaviours through explicit teaching of these behaviours
Staff	<ul style="list-style-type: none"> • Contribute to the development of this policy and support its effective implementation • Model and promote appropriate relationships and behaviours • Endeavour to identify and minimise bullying behaviour at the School • Monitor, address and follow up on bullying and/or harassment matters when identified in a timely manner

	<ul style="list-style-type: none"> • Provide feedback to the appropriate persons when bullying and harassment occur • Promote positive behaviours and a bully-free environment with students • Support and implement programs that provide information, strategies and counselling regarding bullying • Provide opportunities for students to learn about positive behaviour including problem solving and conflict resolution, bullying and the School process for responding to bullying • Actively supervise whilst on duty so that there is a pervasive sense of staff presence • Actively engage with professional development regarding anti-bullying and harassment strategies • Notify the Leadership Team of allegations of bullying and ensure that bullying behaviour is addressed • Be familiar with and follow this policy for preventing and responding to bullying
Parents	<ul style="list-style-type: none"> • Support the School in the implementation of this policy and assist their child(ren) in understanding bullying behaviour • Help their child understand how to remain safe online and to develop responsible on-line behaviour • Monitor their children for signs of distress or changes in behaviour and encourage them to share problems • Encouraging their child to report bullying (which may involve assisting them to complete the online bullying form), however, notifying a teacher if they think their or another child is experiencing bullying/harrassment • Model positive social behaviour and relationships in interactions with the School community, including in interactions with teachers, other parents and students • Work collaboratively with the School to resolve bullying when it occurs and promote appropriate behaviour
Students	<ul style="list-style-type: none"> • Follow School policies and procedures (including this policy and the Student Code of Conduct) and the School's Restorative Processes • Notifying a teacher if they witness or experience bullying. • Each student has the responsibility to report harassment/bullying whether victim or bystander, which can be done through myCollegiate, Student page, click on the tile titled, 'Report Bullying' and complete the form. • It can take courage but you may feel confident to tell the bully to 'stop it'. Express your dissatisfaction by reporting such incidents. Be an upstander. • Implement other strategies teachers have suggested when responding to bullying • Behave appropriately, respecting individual differences and diversity • Re-assure the person being bullied that they are being treated unfairly and show them understanding of their distress. Make sure they are all right and then go to a safe area in the School and inform a staff member what has happened. Confidentiality may be asked for.

	<ul style="list-style-type: none"> • Take responsibility for ensuring other students can learn in a safe and supportive environment and contribute to the safety and wellbeing of others
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13. RESPONDING TO INCIDENTS OF BULLYING

Collegiate recognises and research studies confirm that some bullying takes place in all school environments and is often the cause in breakdown of relationships. As educators we are firmly committed to responding to the issue of bullying in as many effective ways as possible. To assist in the successful management of bullying, if and when it occurs, a policy has been devised to guide prevention and intervention strategies, and provide supportive advice for staff, students and parents. This is a whole school approach which is both age appropriate and consistent in its implementation from Junior School through to Middle and Senior School in the Boarding House. We have a Behaviour Support Flow Chart to be referred to with students/parents/guardians.

14. WHAT YOU CAN DO IF YOU ARE BULLIED?

- 'If you are Worried about Something or Someone' charts are located around the school showing who students can speak with when they have a concern. The Junior School chart is called 'Feeling Worried? Who can you talk to?' and is suitable for children under 12 years of age.

If you are being bullied:

- You may feel frightened, unsafe, angry, embarrassed or unfairly treated.
- Your work, sleep and ability to concentrate may suffer.
- Your relationships with your family and friends may deteriorate.
- You may feel confused and not know what to do about the problem.

It is important that you tell a responsible adult how you feel. You can also tell a Prefect, or trusted senior student.

15. BULLYING PREVENTION STRATEGIES

The School recognises that the implementation of school-wide prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community. The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no bullying' culture within the School:

- Encourage staff to adopt classroom management code of conduct which discourages any type of bullying or harassment.

A structured curriculum which provides age-appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year, including educational programs. This may include expert speakers who present to the study body. .

- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students, and parents/guardians.

- Promotion of responsible bystander behaviour amongst students, staff, and parents/guardians.
- Provide ongoing education, training and professional development for staff to raise the awareness of issues and strategies involved in preventing and managing bullying.
- Regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff.
- Take all student complaints of bullying seriously. The School community is encouraged to support the Anti-Bullying Policy by reporting all incidents or suspected incidents so that they can be investigated.
- The School will deal sensitively with all incidents of bullying/harassment.
- Provide support for victims of bullying.
- Regular provision of information to parents/guardians, to raise awareness of bullying as a community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have related to bullying directly with the School.
- Provide appropriate interventions for perpetrators of bullying and monitor their behaviour.
- Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate.
- Statements supporting bullying prevention are included in students' section on myCollegiate..
- Education of staff, students, and parents/guardians on health conditions to promote understanding and to reduce stigma and fear.
- Anti-bullying posters are displayed strategically within the School.
- Promotion of student awareness and a 'no-bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

16. WHAT IS THE PROCESS FOR DEALING WITH CASES OF BULLYING ONCE THEY HAVE BEEN REPORTED?

The main approach used is through the restorative process. All reports initially start with a 'No Blame Approach' and the 'Method of Shared Concern'. If the issues are not resolved refer to the [Behaviour Support Flow Chart](#).

17. BULLYING INTERVENTION

In addition to the School's bullying prevention strategies, when investigating bullying the following procedures may be used:

- Students involved in a bullying incident for the first time will be interviewed by the staff member to whom the incident is reported.
- An incident report will be completed. The 'target' will be reassured of their rights and strongly encouraged to report any further incidents of bullying.
- The interviewing staff member will make a judgement as to the seriousness of the incident and will work with the students involved to agree on a resolution through the restorative process and any consequences that may result. The staff member working with the student/s will discuss the best way of managing the situation with a senior staff member. The students involved will be made aware that the information received will be kept on file and that their behaviour will be monitored.

A report will be made of the incident and the resolution will be forwarded to the primary pastoral carers, , Mentor (JS/MS / SS) of the students involved and the Head of School or Head of Boarding if it involves a boarder.

- The Head of School will keep all reports and track any trends of individual students.
- Parents will be notified via personal contact or a phone call.
- Ongoing follow up to ensure the problem has been resolved.
- The staff will report any trends of incidents to the Head of School.
- Students who are identified as being involved in bullying incidents a second time will meet with the Head of School / Head of Boarding. A plan of action will be developed using the restorative approach. Parents will be advised.
- Students who continue to be involved in bullying incidents will meet with the Deputy Principal, the Head of School / Head of Boarding and their parents. A process of resolution and restoration will be developed at this time. Appropriate action will be taken to restore this situation and consequences may result.
- If it is found that a student intentionally and falsely accused another of bullying, then the accusing student will undergo the same restorative process as an offending student.

In extreme cases of continued unacceptable behaviour, where past actions and restorative processes have been disregarded the matter will be referred to the Principal. Appropriate sanctions at this stage may include suspension or expulsion.

18. CYBERBULLYING INTERVENTION

In addition to the School's bullying prevention strategies, when investigating cyberbullying the following procedures may be used:

- Investigate the allegation by speaking with the student/s involved.
- Ask for evidence.
- Contact the parents of the students involved.

- If the social media post is anonymous, the ICT Department will search for an IP address.
- Staff will support the student to block the person posting offensive material.
- If the content of the post is illegal, threatens the student's life or is extremely offensive, the Police will be informed and the student's parents to meet with Head of School.
- If necessary, the School will contact the social media provider and have the content removed or shut down.
- Go over the Cyber Agreement with the student making the offensive posts.

Students who are bullied and the bully will receive support from the Deputy Principal, Head of School, Chaplain, Classroom Teacher / Mentor, Head of Boarding and Boarding Staff and Counsellor depending on who is the most appropriate person or group to follow up a bullying episode and assist in the development of various resilience strategies.

19. COUNSELLING

At any stage during this process, counselling is made available to those involved in bullying incidents. This can occur via student self-referral, or by staff or parent referral. Counsellors may also be used in a consultative capacity in bullying matters.

20. RESTORATIVE APPROACH

The School uses a restorative approach to provide the framework for our Whole School response to behaviour management. The restorative approach involves a set of principles, strategies and skills which recognise the importance of relationships, respect, responsibility and accountability. It is based on the belief that people need to take responsibility for the impact of their behaviour on others. There are consequences for inappropriate behaviour, but attention is also given to restoring the breakdown in relationships.

In the process we look at *the past* – what happened, *the present* – who is affected and what can be done about it, and *the future* – what changes can be made to prevent it happening again. The procedure that we follow focuses on the following five questions:

- (a) What happened?
- (b) What were you thinking at the time?
- (c) Who has been affected by what you have done? In what way?
- (d) What do you think you need to make things right?
- (e) What will you agree to do next time?

Restorative practice aims at making things right, at restoring the breakdown in relationships and allowing the students who have done wrong to restore relationships with the people they have affected by their actions.

Overview of Collegiate's Behaviour Support and Procedures

At St Michael's Collegiate School our values of Courage, Integrity, and Compassion shape how we behave, how we treat other people, and how we make decisions with confidence and clarity.

Each student at Collegiate is expected to support these values by demonstrating self-discipline and modelling expected behaviours. We work through a restorative approach to resolve many relationship concerns, but there are times when issues are not resolved and other measures need to be implemented.

Effective behaviour management strategies employed by staff at Collegiate will enable the development and maintenance of positive interpersonal relationships and provide students with a fair and consistent approach to consequences when behaviours contravene our values and the Student Code of Conduct. Please refer to the behaviour support flow chart.

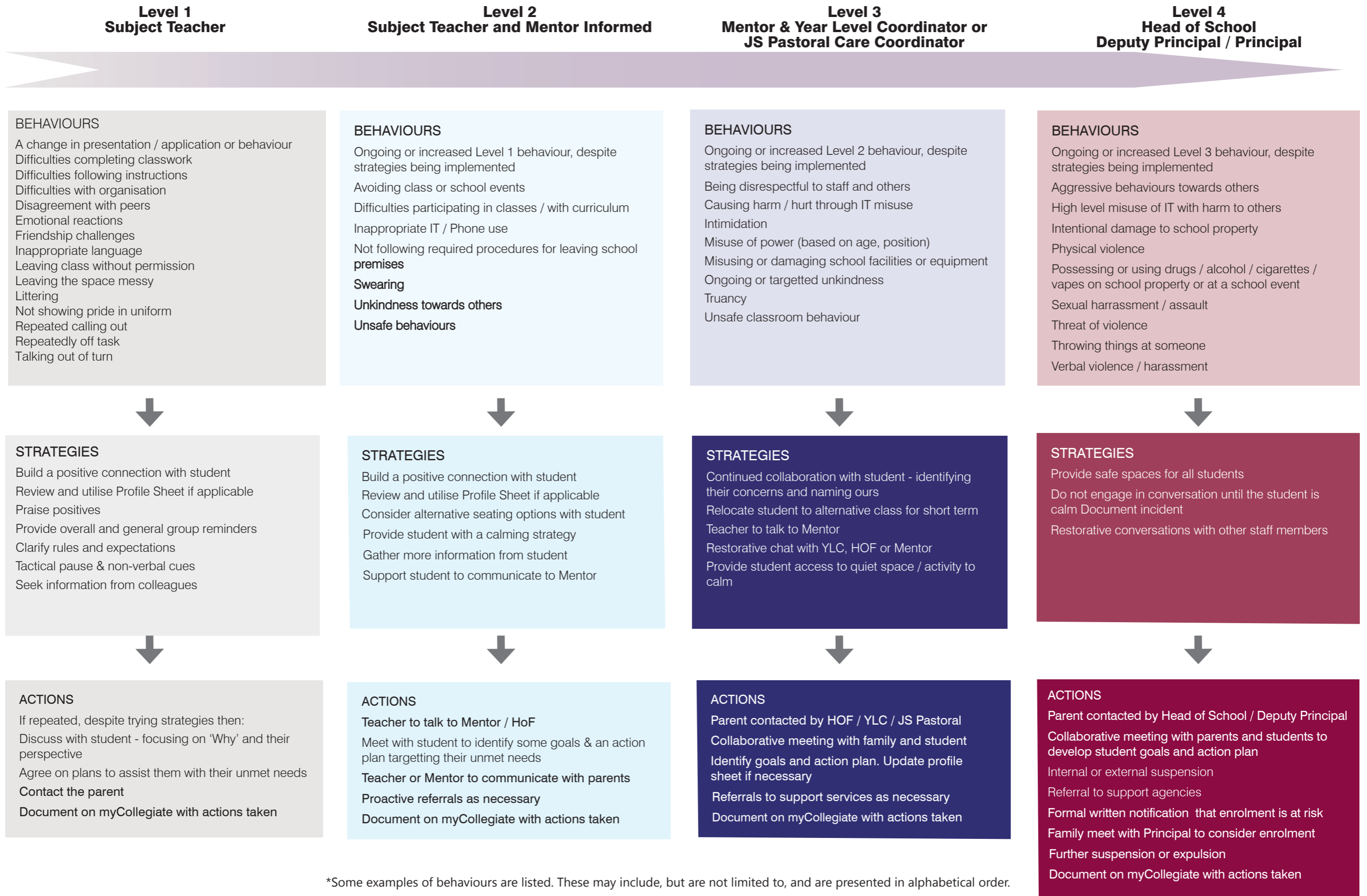
Consequences for misconduct will escalate depending on the nature and severity of behaviour and will move through the following phases:

Supportive measures – when a disconnection in either the relationship with a teacher or their peers occurs, a plan will be put into place by the teacher, mentor or year level coordinator to monitor and support the student and to rebuild the relationship/s

Corrective measures – when unacceptable behaviour interferes with classroom dynamics or interpersonal relationships or results in a significant breach of the code of conduct, consistent consequences and monitoring will be employed by the teacher, mentor, or year level coordinator

Adaptive measures – when students fail to respond to the staged approach to consequences that have been applied consistently and fairly or they seriously breach the code of conduct, an agreement between the school and parents/student will be employed by the Head of School or Deputy Principal in which set conditions will have to be met. A failure to adhere to these provisions may result in the student being excluded from the school community for a period of time or be referred to the Principal to have their enrolment at Collegiate reviewed.

Termination of Enrolment – The Principal may cancel the enrolment of a student from Collegiate for misconduct considered by the Principal to be serious enough to warrant this course of action. Where discipline may involve termination of the enrolment of the student, the Principal will not cancel the enrolment of the student until the allegations of misconduct have been put to the student and the student's representative and the student has been provided with an opportunity to respond.



*Some examples of behaviours are listed. These may include, but are not limited to, and are presented in alphabetical order.