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All She Can Be®
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STUDENT ANTI-BULLYING & HARASSMENT POLICY

1. INTRODUCTION

The Glennie School is committed to maintaining an environment that values the inherent worth and dignity of every individual; that fosters tolerance, sensitivity, understanding and mutual respect; and one which encourages its members to strive to reach their full potential.

All members of the School community must be able to pursue their goals and educational needs without intimidation or injury generated by intolerance, bullying and harassment.

Accordingly, the Glennie School makes the following statements with regard to bullying and harassment:

- Bullying and harassment are unacceptable forms of behaviour that cause distress and are detrimental to the School environment.
- All reports of bullying or harassment will be investigated. Victims and perpetrators will be offered appropriate advice and counselling.
- All members of the Glennie community must be involved in creating a positive School environment by supporting this policy.

2. DEFINITION OF TERMS

Bullying and harassment are forms of abuse. They occur when an individual or group is subjected to behaviour which is hurtful and/or threatening. Specifically:

Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear.

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, economic status, age, ability or disability. It offends, humiliates, intimidates or creates a hostile environment. It may be an ongoing pattern of behaviour or a single act, planned or spontaneous, and intentional or unintentional.

Bullying and harassment can be:

Physical – e.g. pinching, flicking, pulling hair, shoving, gesturing, standing over or invading someone's personal space, interfering with someone's personal property or making threats to do any of these things.

Verbal – e.g. name-calling, offensive language, putting people down behind their backs, picking on people because of appearance, disease or disability, making offensive or nuisance phone calls, spreading rumours or making threats.

Sexual – e.g. sexually oriented jokes, drawings of or writing about someone's body, using rude names or commenting about someone's morals, offensive questions about someone's body and/or someone's private life or encouraging others to do so.

Exclusionary – e.g. leaving people out of activities on purpose, ignoring someone’s presence, not allowing them to join a group.

Discriminatory – e.g. bullying, harassment or unfair exclusion on grounds of race, nationality, disability, physical appearance, relationships and friendships.

Visual – e.g. offensive notes, emails, SMS messages, inappropriate use of photographs, graffiti, drawings, or posters.

Pressure – e.g. pressuring others to act against their will, such as giving up possessions, providing homework for copying, breaking school rules, or performing an illegal act.

Cyber Bullying – e.g. the use of electronic media to defame, spread rumours, tease, provide unwanted attention, harass and cause discomfort.

Any student who is found to have intentionally and falsely accused another of bullying and/or harassment will be treated as an offender.

3. COMMITMENT

The School undertakes to:

- Provide a supportive environment which encourages positive relationships between students, staff and parents.
- Provide curriculum material which will develop appropriate social skills, positive relationships and resilience.
- Provide counselling to students in dealing with conflict resolution. This will be available to both the perpetrators and victims of bullying and harassment.

The School requires students to uphold the policy by:

- Promoting a positive and caring environment for all.
- Refusing to be involved in any bullying situation.
- Trying to influence those who are bullying to stop their actions.
- Taking preventative action and reporting actions of bullies.
- Helping to break the code of silence that often surrounds bullying by speaking out about incidents they experience or observe.
- Avoiding retaliation after a report of bullying/harassment has been referred to staff.

The School requires staff to reinforce the policy by:

- Promoting a positive and caring environment for all.
- Role modelling appropriate language and actions for students at all times.
- Being alert to the possibility of discrimination and harassment around the School, especially of the more subtle kinds.
- Actively patrolling school grounds during supervision duty, both observing and participating in student activities.
- Encouraging victims to speak out, taking steps to help victims and removing those responsible for distress without placing the victim at further risk.
- Dealing with all reported incidents of bullying or harassment in a confidential manner.
- Discouraging activities which enable/promote exclusion.
- Responding to all reports of bullying and harassment.

The School requires parents to reinforce the policy by:

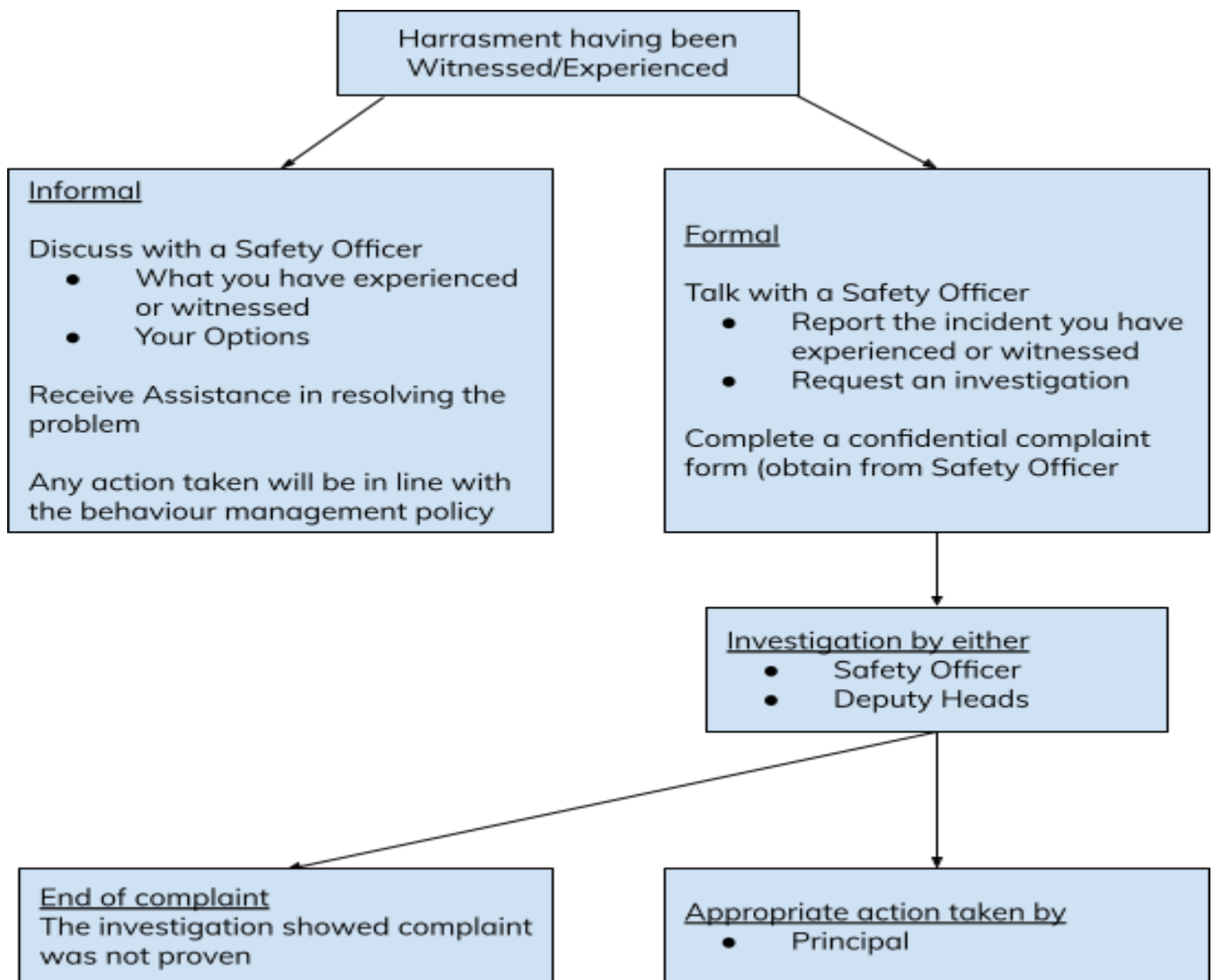
- Actively promoting the School as a positive and caring environment.
- Discussing issues and strategies with your daughter(s) to develop relationship skills and understanding.
- Watching for signs of distress in your daughter(s), e.g. sudden unwillingness to attend school.
- Encouraging your daughter to discuss any incidents of bullying with you, and reinforcing the need to speak out and not keep bullying secret.
- Informing the School if bullying within the School is suspected or has occurred.
- Discouraging your daughter from retaliating to incidents of bullying.
- Being willing to actively participate at the School in interviews if your daughter is involved in a bullying incident.

4. PROCEDURES

If an incident of bullying or harassment is reported by a student or parent, or observed by a member of staff, the following processes will apply:

1. All students identified as being involved in a bullying / harassment incident for the first time, will be referred to the student's Class Teacher (Junior Years) or Head of House (Middle & Senior Years) by the staff member who observed the incident (or to whom it was reported). The Class Teacher or Head of House will discuss the incident with the student/s involved, focusing on acceptable behaviour, and will document this incident.
2. Further incidents will be recorded by the Class Teacher or Head of House and discussed with either the Head or Assistant Head of Junior Years or the Head of Middle and Senior Years. The outcome of this could result in disciplinary action being taken.
3. The Head of Junior Years or the Principal will interview a student who is persistently involved in incidents, and parents will be informed. Follow-up meetings with the Head of Junior Years or the Principal will monitor the situation, and review the student's progress. Further counselling and/or disciplinary action may be recommended.

5. PROCEDURE STEPS



6. REPORTING PROCEDURE

Informal Approach

Student talking with the contact officer about the harassing/bullying behaviour. This would be the first step taken in resolving a harassing or bullying complaint.

Formal Approach

Student files a complaint through the completion a Formal Harassment/Bullying Complaint Form.

FORMAL HARASSMENT/BULLYING COMPLAINT FORM	
Student Name:	Year:
House:	Head of House/Class Teacher
STATEMENT OF COMPLAINT (Be specific)	
Name of person/s alleged to have committed the harassment or bullying:	Date and time of Incident:
Name/s of Witnesses:	
Description of Incident (Describe actions of all person/s involved, including yourself):	
Action Requested:	
Student Signature:	Date:
<i>Complaint submitted to</i> Safety Officer: Name:	Signature:

7. QUESTIONS

If you have any questions regarding this policy, please contact the Head of Middle and Senior Years or the Assistant Head of Junior Years in the first instance, businessoffice@glennie.qld.edu.au, or roperj@glennie.qld.edu.au, or telephone (07) 4688 8888.

8. PUBLICATION AND REVIEW DATE DETAILS

February 2019

Review by February 2021