

### 3. Bullying and Harassment Policy (Student)

#### Purpose:

Ipswich Girls' Grammar School including Ipswich Junior Grammar School is implementing this policy to ensure that students and staff feel safe from bullying in all its forms. The policy sets out the requirements for dealing with bullying.

The basic beliefs underlying the policy are:

1. Every individual has value in a community.
2. Every individual has the right to feel safe from bullying or harassment in all its forms.
3. Every conflict can be resolved. Victims and bullies both need help to solve conflict.
4. Every individual in a community is responsible for the safety of other individuals in that community.
5. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

#### Scope:

This policy applies to employees, volunteers, parents/carers/students, and people visiting the school site.

#### Responsibility:

Principal

#### Point of Contact:

Deputy Principal, Dean of Students, Head of Junior School, Deputy Head of Junior School, Heads of House, Middle School Coordinator, School Guidance Counsellor, School Psychologist and Head of Boarding.

#### Definitions:

“Bullying is **repeated** oppression, psychological or physical, of a less powerful person by a more powerful person and occurs when someone, or a group of people, upset or create a risk to another person's health and safety, or their property, reputation or social acceptance.”

Bullying involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim.

There are three broad categories of bullying.

- **Direct physical bullying** e.g. hitting, tripping, and pushing or damaging property.
- **Direct verbal bullying** e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- **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
  - provoking a food-allergic reaction
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation and social acceptance
  - cyber-bullying, which involves the use of email, text messages, chat rooms or social media platforms to humiliate and cause distress.

**Cyber-bullying, or e-bullying,** is bullying which involves the use of information and communication technologies such as email, (mobile) phone and text messages, instant messaging (SMS), chat rooms, social media platforms and video internet sites e.g. YouTube. It can be particularly harmful because it can happen anywhere and at any time. Thus, young people who are the victims of cyber-bullying have no place where they feel safe. If the bullying is of a serious and threatening nature then obviously it becomes a legal issue and students and parents should seek advice by reporting the matter to the police.

If bullying amounts to harm as referred to in the school's Child Protection Policy then the matter must be dealt with under the Child Protection Policy.

### **What bullying is *not***

Bullying is different from ordinary teasing, rough-and-tumble or school yard fights. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the students involved. In formulating an effective approach to dealing with bullying it is helpful to note what bullying is **not**.

Bullying is not:

- **Mutual conflict** where 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** - It is not feasible to think that every student must like every other student. Refusing to play with a particular child or, for example, not inviting them to a birthday party is not bullying, provided social rejection is not directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation.** A single episode of nastiness, physical aggression, verbal abuse or an occasional push or shove is not bullying, neither is nastiness or physical aggression directed towards many different students. The difference is that bullying is, by definition, action that happens on **more than one occasion**. However, since schools have a duty of care to provide a student with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned.

Staff members will:

- Watch for early signs of distress in students. This could be evident in any aspect of school life.
- **Ensure they are familiar with the school's anti-bullying policy.**
- Where bullying is observed, intervene immediately to stop the bullying.
- Offer the victim immediate support and help and outline what will now happen.
- Educate all students with regard to their responsibilities as bystanders to a bullying incident.
- Ensure they do not model bullying behaviour in interactions they have with students, parents or other staff members.

Relevant staff are to follow the actions outlined in Appendix 1, action to be taken in response to an alleged student bullying incident at IGGs, and Appendix 2, consequences of bullying behaviour at IGGs, when investigating and managing bullying incidents.

### **Student Responsibilities:**

Students should:

- Report all incidents of bullying to a trusted senior student who must pass this on to a member of staff, teacher or year level coordinator or other staff member.
- Actively support students they know are being bullied.
- Refuse to become involved in bullying, including as a bystander.

### **Parent Responsibilities:**

Parents should:

- Watch for signs of distress in their child, such as, unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing,

request for extra pocket money, damaged clothing or bruising. Early contact is essential at this point.

- Take an active interest in their child's social life.
- Report to school staff if they know, or think, their child is being bullied.
- Keep a written record if the bullying persists: Who, What, Where and When?
- Advise their child to tell a trusted teacher.
- Tell their child that there is nothing wrong with them.
- NOT encourage their child to hit back or respond verbally.
- Ensure they do not model bullying behaviour in interactions they have with the school staff and administration.

## Cyber Bullying

The Internet, mobile phones and other communication technologies have resulted in a new form of bullying, commonly called cyber-bullying. This involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group to hurt others. Cyber-bullying may include the sending of nasty emails or text messages by one person to another. It may also include defamatory personal Web sites where one person establishes a website which includes unkind comments and photographs about another person.

Cyber-bullying is different from other forms of bullying because:

- it is often difficult for adults, who are not as technologically savvy as their children, to detect;
- it is often outside the reach of schools as it happens on home computers or via mobile phones; and
- hurtful messages can be communicated to a very wide audience, around the world, with remarkable speed.

It is also a particularly cowardly form of bullying because the cyber-bully can effectively hide behind the anonymity of the Internet and is able to reach the victim at home. Thus, the home is no longer a refuge for students bullied at school.

As for other forms of bullying, there is no one approach that will always work for cyber-bullying.

- For younger children parents might consider the use of filters, labels and safe zones so they can restrict the sites their child can access or the materials they can receive (see the office of the safety commissioner site for advice about filters and other ways to restrict access to dangerous materials).
- For younger and junior secondary school students, parents should consider keeping the computer in a public area of the house, such as the family room, so they can see what sites are being accessed and the type of messages their child is receiving.
- For all young people, parents should be advised to talk to their children about the ways they can protect themselves when using information technologies. For example:
  - to be careful who they give their telephone number to or their online handle;
  - never give out or share personal information numbers (PINS);
  - don't believe everything you read online - just because someone tells you they are fifteen, it doesn't mean they are telling the truth;
  - never send a message to others when you are angry. Remind them that what they write becomes available in cyberspace and cannot be taken back;
  - never open a message from someone they don't know;
  - be polite in all online or text message dealings; and
  - **never** arrange to meet someone they have met online.

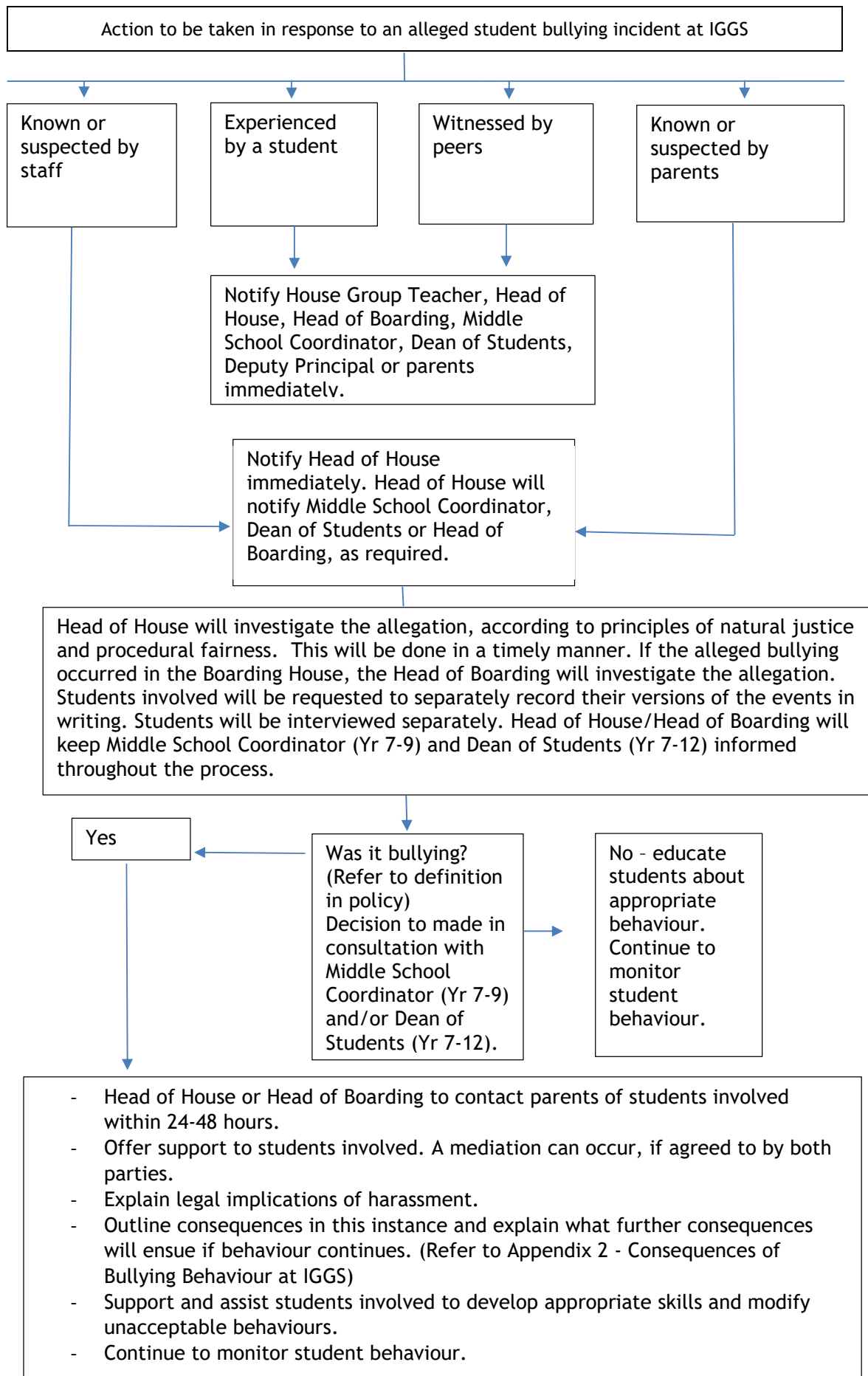
If a child reports he/she is being bullied on-line parents should advise them:

- not to respond to cyber-bullying messages as this is only likely to encourage the bully. Bullies **want** them to respond;
- to report the bullying to parents and to their teachers;
- not to erase or delete messages from cyber-bullies even if they really don't want anyone else to see what is written - these messages may reveal clues about who has written them;
- never be ashamed to tell someone if they receive a frightening message. **It's not their fault** that there are some very strange people in the world; and

- to report that they have received a bullying message to their ISP (Internet Service Provider). If the message is forwarded to the provider, it may be able to trace the sender.

### **The role of the school**

Because cyber-bullying often occurs outside of school it is difficult for schools to control. In most cases, however, cyber-bullying should be treated similarly to other forms of bullying. The most important thing schools can do is to educate students about cyber-bullying and the dangers online and talk about inappropriate online behaviour in the context of the school's values policy.



## Consequences of Bullying Behaviour at IGGS

### First

Head of House or Head of Boarding meets with student and explains how their behaviour has been clearly identified as bullying to ensure they fully understand the issue.



Head of House or Head of Boarding educates student on appropriate and acceptable behaviours. Strategies and support structures are put into place to assist student to modify their behaviour. Head of House or Head of Boarding seeks student's acknowledgement of responsibility for their actions and a commitment to change.



Head of House or Head of Boarding contacts parents to advise them about the situation and outline the School's actions and the plan moving forward to support their child.



- Mediation between students involved is arranged, if agreed to by all parties.
- Head of House or Head of Boarding clearly articulates consequences in this instance and outlines what further consequences will ensue if bullying behaviour continues.
- Head of House or Head of Boarding continues to monitor all students involved and offers ongoing support.

N.B. At all stages in the process, the Middle School Coordinator (Yr 7-9) and Dean of Students (Yr 7 to 12) are kept informed.



Depending on the severity of the first incident, the Dean of Students, in consultation with the Deputy Principal, may progress immediately to the process for a second incident or third incident.

In this event, consequences may include: detentions, internal suspension, external suspension, or in severe cases, termination of enrolment.

Consequences will be determined in consultation with Deputy Principal and Principal.

**Consequences of Bullying Behaviour at IGGS**

**Second**

Follow the first notification process with the Middle School Coordinator or Dean of Students.



Consequences may include: detentions, internal suspension or external suspension. Consequences will be determined in consultation with Deputy Principal and Principal.



Head of House or Head of Boarding and Middle School Coordinator or Dean of Students meet with parents/carers to discuss situation and outline consequences for student. Legal implications of harassment clearly stated and consequences, if a further incident occurs, are also outlined.

**Third**

Follow same process as with the first notification and second notification with the Dean of Students.



Consequences may include: internal suspension, external suspension, or enrolment may be terminated.

Consequences will be determined in consultation with Deputy Principal and Principal.



Principal or Deputy Principal and Dean of Students meet with parents/carers to discuss situation. Legal implications of harassment clearly stated and consequences are outlined for student.

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