



Anti-Bullying Policy

1. RATIONALE

Lindisfarne Anglican Grammar School works to provide safe, inclusive, and respectful learning communities that promote student wellbeing. Lindisfarne rejects all forms of bullying behaviour including online (or cyber) bullying. All members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt and shares a responsibility to foster, promote and restore positive relationships.

Commonwealth legislation relevant to bullying, harassment, discrimination and violence include:

- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission (HREOC) Act 1986
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984.

2. DEFINITIONS

The national definition of bullying for Australian schools by Australian Education Authorities states:

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 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.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. 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
- isolated incidents of aggression, intimidation or violence.

However, these conflicts may still need to be addressed and resolved.

Bullying behaviours can cause distress for individuals and groups. Those behaviours include but are not limited to:

- Physical
- Verbal
- Non-Verbal
- Exclusion
- Extortion
- Property
- Cyber
- Intimidation

Harassment is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or 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
- directed randomly or towards the same person(s)
- intentional or unintentional.

Discrimination occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

3. PREVENTIVE STRATEGIES

Our practice is informed by evidence that suggests a positive school climate is one that embeds bullying prevention within a whole school approach. Age appropriate education and the fostering of positive relationships are incorporated across the school to enhance our anti-bullying approach and response to bullying behaviours. Bullying is everyone's business and we work together with students, parents and staff to ensure a safe school environment for everyone.

Explicit teaching of prosocial and positive behaviours are embedded within the curriculum and pastoral care programs to foster social development, resilience and social emotional learning.

- Vertical House Tutor groups (Years 9 to 12) to establish respectful and caring relationships between older and younger students.
- House Tutor Group / Class activities to increase pro-social behaviour.
- Year Level Workshops using guest speakers such as Brainstorm Productions.

All members of our school community are encouraged to take a stand together to:

- Take positive action to stop bullying if observed.
- Report bullying behaviour to appropriate teaching staff member as soon as possible.
- Make it clear that bullying is not accepted at Lindisfarne.
- Encourage others to report and access support if experiencing bullying behaviours.
- Make positive social contributions to our school community.

Lindisfarne students, parents and staff "take a stand together" under the "Bullying No Way!" national campaign to eradicate bullying and keep our school safe.

4. RESPONSE TO REPORTED INCIDENTS

In addition to our embedded anti-bullying whole school education approach, Lindisfarne views bullying, harassing and/or discriminatory behaviour as a breach of school rules and behaviour

expectations. Therefore, any reports of bullying will be investigated, recorded and appropriate action will be taken. Incidents will be responded to in a constructive, supportive and timely manner. This may include the offer of counselling and intervention to recipients, bystanders and other participants. This will involve notification and involvement of parents, where appropriate.

Due to confidentiality and privacy laws, details of the action taken regarding bullying behaviour may not be expanded upon to respect all parties involved and ensure restoration of relationships. Parents and carers are often the first people told by a child in relation to bullying, harassment and/or discrimination. Sensitive and respectful responses by parents can make a difference. Sharing this information with the appropriate staff within the school evokes a shared responsibility to keep our students safe. Ensuring that students, parents and staff all know how to report bullying can reduce the chance of bullying going unreported or students being reluctant to tell someone.

Procedure for Reporting Bullying or Harassment

- Student and/or parent inform Lindisfarne staff member.
 - In the Junior school this would typically be a classroom teacher, Assistant Head of Junior School or Head of Junior School
 - In the Middle School this would typically be; the Homeroom Teacher, Year Level Coordinator or Head of Middle School;
 - In the Senior School this would typically be the House Tutor, Head of House or Head of Senior School
- Investigation of incident(s)
- Consequence, support and/or intervention provided as required
- Communication with parents where appropriate
- Relationships restored where appropriate

Decisions will be made about the severity of the incident, consequences, communication and support to restore relationships on a case-by-case basis. Interviews or investigations will focus on the safety of the individual or group first. This will later include obtaining a clear statement of the incident, consequences if the bullying continues or if there is any reprisal as a result of reporting. Immediate preventative actions will be implemented to avoid further incidents.

Potential outcomes may include;

- Formal warning / stop message
- Behaviour management plan with planned review
- Detention
- Restorative relationship support
- Counselling and intervention
- Internal or external suspension
- Expulsion


5. RELATED POLICIES

This policy should be read in conjunction with the following policies (but not limited to)

- [CODE003](#) [Code of Conduct – Students](#)
- [ENRO001](#) [Enrolment Policy](#)
- [PAST001](#) [Behaviour Management Policy – Junior School](#)
- [PAST002](#) [Behaviour Management – Middle and Senior School](#)
- [PAST006](#) [Pastoral Care Policy](#)
- [PAST007](#) [Suspension and Expulsion of Students Policy](#)

6. POLICY ADMINISTRATION

This policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

PAST005 Anti Bullying Policy	
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Owner	Mark Douglas, Jeremy Godden, Charlotte Lush
Position	Heads of Sub Schools
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