

## POLICY

*Safe and Supportive Environment: Behaviour*

# **ANTI BULLYING, HARASSMENT and DISCRIMINATION**



**This policy addresses issues in relation to:  
Safe and Supportive Environment – Student Welfare 3.6.2**

*The College's policies, which are made from time to time, are made pursuant to the registration requirements set out in section 47 of the NSW Education Act and the NSW Education Standards Authority requirements.*

## PURPOSE

The development of the Central Coast Sports College's Anti Bullying, Harassment and Discrimination policy has come from the concern for the welfare of the students and teachers within the College, therefore forming an integral part of the College's student welfare and management policies.

All members of our College have the right:

- to a safe school environment
- to a peaceful environment
- to be treated with respect and politeness
- to a school environment free of harassment, bullying and discrimination of any kind.

### **Aims of the Policy**

1. To implement and maintain a whole College approach to address bullying/harassment
2. To aid students in being able to identify the difference between bullying and harassment
3. To increase self esteem and to build self-efficacy
4. To empower students to be proactive in problem solving associated with bullying/harassment
5. To heighten awareness at a whole College level

### **Definition of Bullying**

Whilst there is no universally accepted definition of bullying, there is a general consensus that bullying behaviour has the following elements:

A desire to hurt; the perpetration of hurtful behaviour (physical, verbal or relational) in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable. (*Ken Rigby, 2002*)

Bullying takes many forms, all of which will cause distress. Examples of bullying

may include:

<i>Physical:</i>	hitting, pushing, tripping, kicking, spitting on others
<i>Verbal:</i>	teasing, using offensive names, ridiculing, spreading rumours
<i>Non-Verbal:</i>	writing offensive notes or graffiti about others, using email or text messaging to hurt others, rude gestures
<i>Exclusion:</i>	deliberately excluding others from group, refusing to sit next to someone
<i>Extortion:</i>	threatening to take someone's possessions, food or money
<i>Property:</i>	stealing, hiding, damaging or destroying property
<i>Cyber:</i>	online comments using social media and other cyber networks

### **Definition of Harassment**

Harassment is verbal, physical or sexual conduct which is unwelcome and uninvited. Good natured teasing amongst friends is not harassment.

#### **1. Verbal Harassment**

Verbal harassment may involve the following:

- Name calling
- Put downs
- Spreading rumours
- Threatening remarks
- Unwanted written comments
- Racist remarks

#### **2. Physical Harassment**

Physical harassment may involve the following:

- Bullying
- Fighting
- Using dangerous weapons
- Spitting
- Pulling, pushing and damaging clothing
- Throwing objects at people
- Damaging or interfering with others' property
- Threatening behaviour
- Making offensive gestures or facial expressions

#### **3. Sexual Harassment**

Sexual harassment is any verbal or physical conduct of a sexual nature which is unwelcome or offensive. Sexual harassment does not refer to occasional compliments or common courtesies. It is not mutual attraction between people as such relationships are a private concern.

Sexual harassment is unlawful under the Commonwealth Sexual Discrimination Act and Crimes Act.

There are three basic categories of sexual harassment - subtle, explicit and criminal action. None is acceptable and none is too trivial to warrant complaint.

### **3.1. SUBTLE forms of sexual harassment tend to be the most common.**

#### **They include:**

- offensive staring and leering
- suggestive comments about a person's physical appearance or sexual preference
- offensive comments, jokes or gestures
- questions or comments about another's sexual morality
- physical contact e.g. brushing up against another's body
- offensive name calling

### **3.2. EXPLICIT forms of sexual harassment are easier to identify as they often involve offensive or intimidating behaviour. They include:**

- pinching, patting, touching, embracing
- repeated requests to go out with someone, especially after prior refusal
- offensive jokes, comments or gestures
- sexually provocative remarks
- displays of sexually graphic material
- requests for sexual favours

### **3.3. CRIMINAL ACTION may include some of the above but also:**

- indecent exposure
- sexual assault
- attempted and actual rape
- physically molesting a person
- sending obscene letters, emails, texts or making obscene telephone calls.

#### **Definition of Discrimination**

Discrimination is treating someone differently based on race, ethnicity, gender, ability, disability, sexuality or religion.

## **PROCEDURE**

### **Strategies to prevent bullying, harassment and discrimination**

Strategies will fall within the following broad categories:

- 'moral education' in the context of assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged 'across the curriculum' values teaching (eg looking at the problem of prejudice within the context of a novel or a history lesson)
- clear statements from staff about the nature and unacceptability of bullying/harassment
- teaching specifically related to bullying/harassment in the PDHPE curriculum
- teaching more positive ways of resolving conflict, such as working cooperatively within the classroom and playground
- staff and students as role models, particularly those in leadership roles such as house captains and student leaders
- measures for vigilant classroom and playground supervision, especially of

“high risk” areas

- provision of safe and structured playground spaces
- provision of activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which help to develop compassion
- appropriate provision of counselling or other support services
- ensure that all groups who are affected by decision-making outcomes are consulted, their input will be treated fairly, and decision-making processes and outcomes will be meritorious and free from discrimination or racism. The rights and sensitivities of all individuals will be protected.
- All decision-making processes will be open to scrutiny, with process for appealing decisions and for regularly reviewing processes to be adopted.
- All claims of discrimination and racism will be treated confidentially, documented, and promptly and constructively addressed. This may involve consultation with AIS NSW.
- Curriculum content will be free of discriminatory and racist content, but will analyse the effects of discrimination and assist students to develop attitudes and skills that discourage, challenge and report discriminatory practices

### **School response to bullying/harassment/discrimination**

Bullying and Harassment is viewed as a breach of the College's behaviour code. Any reports of bullying or harassment will be investigated and appropriate action will be taken. The response to bullying will provide:

- guidance and other support for the recipient
- appropriate and consistent sanctions and support for the student who is bullied

Staff will be encouraged to report suspected incidents of bullying to the Deputy Principal and the Head of Senior College and the Head of Junior College. If an incident of bullying is established, they should first take steps to protect the recipient and witnesses.

All staff are expected to pass on information about any bullying for further action.

The College seeks to promote a culture in which students will be encouraged to:

- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted

Recipients of bullying will be encouraged to:

- initially ignore the bullying and not show that it is upsetting. Many students who bully will stop if they do not elicit a response.
- confront the student who bullied and let him/her know that his/her behaviour is unwanted and unjustified. This should be undertaken with a staff member. This step should be taken if the initial tactic is unsuccessful.
- notify their teacher/coach or the staff member on duty.
- discuss with any responsible person

Witnesses of bullying will be encouraged to:

- ask for staff members support
- discuss the problem with any responsible person

Bystanders of bullying will be encouraged to:

- ask staff members for support
- discuss the problem any responsible person

### **In Action**

Student Program:

1. All students will be made aware that bullying is unacceptable behavior and that there are procedures in place for dealing with this problem
2. All students will adhere to school rules about bullying

Staff Program:

1. Staff should be active in identifying and eliminating bullying behaviour while on playground supervision, during training, in the classroom, at venues outside of the school that students attend as part of the school program.
2. Teachers should support and participate, where possible, in welfare programs designed to assist the elimination of bullying [eg. Peer mediation, peer support, peer tuition/mentoring, etc]
3. Staff will be encouraged to participate in PD on anti-bullying policy and become aware of different strategies for combating bullying

### **Staff Procedure:**

- Teachers respond to all incidents of bullying/harassment
- All incidents to be reported on Tass
- Perpetrators and victims to be reported to Head of Department or Deputy Principal
- Behaviour Management Guidelines to be consulted.
- If a pattern of bullying emerges through Tass parents are interviewed and a plan of action implemented
- All physical forms of bullying may result in suspension.

### **Student Procedure**

The following options are available for student victims and witnesses –

- Report the incident of bullying to your class teacher, teacher on playground duty, Class Teacher, coach the Head of College in the High School and the Head of College in the Primary School or Deputy Principal for further investigation
- Mediation is an alternative if preferred. Students can request mediation through their teacher or coach. Mediation can be led by a nominated staff member or wellbeing team member.

### **Procedures for Parents**

- Your child's teacher is the first point of contact
- You may contact the Head of Junior College, Head of Senior College or Deputy Principal if the bullying continues or intensifies
- In extreme cases, call the Police

**Contact Information for the College Community when advice or support is needed outside of school hours:**

- Police Liason Officer- Peter Hughes M: 0437776727
- E: [hugh1pet@police.nsw.gov.au](mailto:hugh1pet@police.nsw.gov.au)
- Kids Helpline on 1800 55 1800  
For Access to counsellor, online safety or cyberbullying  
Kids Helpline also offer counselling via email and web counselling  
<http://www.kidshelp.com.au>
- Bullying: No Way  
[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)  
A website based resources for parents, students, schools and the community

*Other Services that are available include:*

- Relationship Advice: 1800 695 463
- Relationship Violence: 1800 737 732
- Beyond Blue 1300 22 4636
- Crisis Support, Suicide and Mental Health Call Lifeline: 13 11 14
- Headspace [www.headspace.org.au](http://www.headspace.org.au)
- The Black Dog Institute [www.blackdoginstitute.org.au](http://www.blackdoginstitute.org.au)
- Young Carers [www.youngcarers.net.au](http://www.youngcarers.net.au) or 1800 242 636

**RELATED DOCUMENTS**

*Behaviour Management Guidelines*  
*Cyber Bullying*  
*Student Care*

Date of Next Review: January 2019 or earlier where amendments in legislation require immediate policy reviews

Version #	Date Approved	Author	Purpose/Changes
2.0	Jan 2015	L. Roberts	Merging of Anti-Bullying, Harassment and Discrimination Policy.
2.1	Sept 2016	M. Trew	Formatting Updates
2.2	Feb 2017	U. Grassano	Minor changes to reflect changes in leadership

2.3	July 2017	U. Grassano	Changes to reflect changes in organisation of School
2.4	March 2018	P. Chapman	Annual Review
2.5	October 2019	C. Thomson	Updating, formatting and update College bullying email address.
2.6	March, 2022	M.Brown	Annual Review
2.7	March 2023	J.Steinbeck	Annual Review, updates made.