

Anti-Bullying and Harassment Policy

Policy Audience: Public Document



1.0 Purpose

Kilvington Grammar School (the School) is committed to providing a positive teaching and learning culture where students, staff and members of the School community can feel safe and supported. Mutual respect and celebration of individual differences are core values of the School. The School does not tolerate bullying or harassment in any form. Such behaviour is unacceptable and is treated as a breach of the School's Welfare, Discipline and Engagement Policies for Senior School and Junior School.

This Anti-Bullying and Harassment Policy School (Policy) does not apply where there is a child safety and wellbeing incident or concern. For information regarding child safety and wellbeing, refer to the School's Child Safety and Wellbeing Policy.

2.0 Definitions

Bullying involves the inappropriate use of power by one or more persons over another less powerful person or group. It is any behaviour or action that hurts, offends, threatens, frightens or is abusive of others. It can be deliberate or may be unintentional and it is generally repeated over time.

Bullying may take many forms, including the following:

- **Verbal bullying** – such as name calling, put downs, threats, belittling another's race, culture, religion, appearance, sexuality, ability, achievement and prank phone calls.
- **Written bullying** – such as offensive notes or letters and graffiti with intention to harass or cause discomfort.
- **Cyberbullying** - all electronic medium including email, repeated email with intention to harass or cause discomfort, forwarding email with sensitive information or offensive material, pretending to be another person when chatting online and text messaging.
- **Gesture bullying** – such as nonverbal signals that cause intimidation or fear.
- **Physical bullying** – such as hitting, pushing, punching, kicking, scratching, tripping, spitting and unwelcome contact.
- **Sexual bullying** – such as unwelcome or uninvited comment, touching or brushing past a person in a physical or sexual manner, drawing or writing about someone else's body and written and verbal comments about a person's sexuality.
- **Social bullying** – such as ignoring, excluding, ostracising, alienating, the use of threat and power to obtain favour and goods, spreading rumours, stalking, hiding and damaging possessions.
- **Racial bullying** – such as antagonism or prejudice towards someone on the basis of their race.

3.0 Harassment

Harassment can include behaviour such as:

- Telling insulting jokes about particular racial groups.
- Making derogatory comments about how someone identifies, ie to LGBTIQ+ persons.
- Sending explicit or sexually suggestive emails or text messages.
- Displaying racially offensive or pornographic posters or screen savers.
- Making derogatory comments or taunts about someone's race.
- Asking intrusive questions about someone's personal life, including their sex life.

The law also has specific provisions relating to certain types of harassment.

- Sexual harassment is any unwanted or unwelcome sexual behaviour where a reasonable person would have anticipated the possibility that the person harassed would feel offended, humiliated or intimidated. It has nothing to do with mutual attraction, friendship or consensual behaviour. If the interaction is consensual, welcomed and reciprocated it is not sexual harassment. The Sex Discrimination Act 1984 (Cth) states sexual harassment is unlawful.

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- Harassment linked to the disability of a person, or their associate is against the law.
- Offensive behaviour based on racial hatred is against the law. Racial hatred is defined as something done in public (is this different to something that takes place in private between two people?) that offends, insults, humiliates or intimidates a person or group of people because of their race, colour or national or ethnic origin.

In the school environment, bullying and harassment can occur between:

- Students
- Parents/guardians, hereinafter referred to as parents
- Staff
- Students and staff
- Parents and staff
- Parents and students.

4.0 Aboriginal Cultural Safety

The School is committed to respecting and valuing Aboriginal children. It is our policy that:

- Staff and volunteers must encourage and support Aboriginal children to express their culture and enjoy their cultural rights
- Staff and volunteers must actively support and facilitate participation and inclusion within the School by Aboriginal children and their families
- The Principal and members of the Executive have a responsibility to assist all members of the School community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children.

5.0 Preventative Actions

There are a variety of approaches the School community takes to prevent bullying and harassment.

5.1 Role of the Staff and School

- To provide a safe environment for all members of its community.
- To report suspected incidents of bullying and harassment to the Mentor (Senior School) or Class Teacher (Junior School) first, who will report to Head of Year/House, Deputy Head of School, Head of School, Deputy Principal and Principal.
- To build a culture that develops and models positive relationships between students, staff and parents.
- To continue to develop its pastoral care system so all students feel they belong and are connected to others.
- To provide and work through curriculum material that raises bullying and harassment awareness and challenges such behaviours.
- To provide students with skills (eg conflict resolution) to negotiate potential bullying and harassment.
- To provide ongoing professional development for staff on managing bullying and harassment issues.
- To take all reports or signs of bullying and harassment, including those related to racism and discrimination, seriously.

5.2 Role of the Student

- To refuse to participate in bullying and harassment behaviours.
- To actively provide support and assist with exit strategies for those who feel threatened.
- To report all incidents or suspected incidents of bullying and harassment so they can be investigated.
- If possible, remain calm.

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- Ignore bullying and harassment behavior. Do not reveal that you are upset - the bully is then not encouraged and may stop.
- Maintain strong body language (eg shoulders back, head up).
- Do not provide the bully with bait by verbally reciprocating. Instead use conversation stoppers such as 'so', 'could be' and 'maybe'.
- If appropriate and safe, confront the bully by reminding them that their actions are inappropriate and illegal.
- Find an exit (being assertive doesn't always mean confronting the bully).
- Use positive self-talk (eg 'I can handle this situation').
- Find a trusted friend and/or adult person who can provide support.

5.3 Role of the Parent/Guardian

- To watch for signs of distress in your child (eg unwillingness to attend school, repeated headaches or abdominal pain, loss of sleep and lack of concentration).
- To advise your child to act assertively and avoid making emotional responses if bullied or harassed. This may include being racially vilified or being discriminated against.
- To advise your child to report incidents of bullying or harassment ,including those related to racism and discrimination. If your child does not wish to do this, the parent should notify the School.
- To be an exemplary role model in interpersonal interactions.
- To promote an attitude of support for the victim. Challenge the belief that 'people who are bullied deserve it'.
- If your child has been bullying or harassing others or has been bullied or harassed, support and work with the School in its actions.

6.0 Reporting and Intervention

6.1 Reporting

Parents and students should report bullying or harassment including those related to racism and discrimination, to in the first instance with the student's classroom teacher (Junior School) or Mentor (Senior School). If the concern involves that staff member, parents and students should raise their concerns with a senior staff member as shown in the table below.

Junior School	Senior School
Deputy Head of Junior School	Head of Year/House/ International Student Coordinator
Head of Junior School	Deputy Head of Senior School
	Head of Senior School
Deputy Principal or Director of Business	

If no satisfaction is reached, the matter should be addressed with the Principal.

Staff should take their complaint to the Director of Human Resources or Deputy Principal. If no satisfaction is reached, the matter should be addressed with the Principal.

6.2 Intervention

The School will take all reports of bullying and harassment, including those related to racism and discrimination, seriously and is committed to preventative strategies as well as responsive measures in dealing with issues of bullying and harassment. Given the complexities surrounding any bullying and harassment incident, there is no single prescribed response that the School adheres to. Instead, a tailored response to each incident will be carefully constructed that responds to the complexities of each situation.

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These responses may include:

- Consultation with the person being bullied or harassed.
- Consultations with parents.
- Consultation with the (alleged) bully or harasser.
- Consultations with the peer group (eg 'The No Blame Method', or 'Shared Concern Method')
- Consultation with staff.
- Referral to the School Psychologist.
- Empathy raising.
- Structural changes (eg changing room procedure, locker positioning).
- Detention.
- Suspension.
- Review of enrolment.
- Expulsion.

In some circumstances, a bullying or harassment incident may require a response as per Critical Incident Policy.

7.0 Related Policies

- Child Safety and Wellbeing Policy
- Complaints Resolution Policy (Parents Guardians and Students)
- Critical Incident Policy
- Student Welfare and Discipline Policy- Junior School
- Student Welfare and Discipline Policy- Senior School
- Suspension and Expulsion Policy

8.0 Evaluation

Policy last reviewed August 2025

Approval: Policy Process Committee

Review Cycle: 5 years