



## School Context

Roma Mitchell Secondary College is a multi-campus school comprising of a special education, girls only and co-education campus. The College has approximately 1300 students from 72 culturally diverse backgrounds. The College is committed to providing relevant and individualised learning programs aligned with both the expectations of the IB MYP and the Australian Curriculum to allow all students the opportunity for academic success. Our Values and Mission reflect a commitment to global understandings, international mindedness and intercultural understandings to create a culturally rich learning environment.

## School Vision

Our students have the capacity to engage productively with our changing world, enabling them to shape a better future locally and globally.

## Mission Statement

Our school will provide enriching, diverse educational and extracurricular programs, which will support our students to reach their full potential enabling them to contribute to their communities.

## Philosophy

Roma Mitchell Secondary College rejects all forms of bullying. No student, member of staff, parent, caregiver or community member should experience bullying within the learning or working environment of this school.

We commit to being a safe, inclusive, supportive and respectful learning and working environment for all members of the school community.

## Purpose

This policy has been ratified by the Governing Council.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyber bullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

When Aboriginal and Torres Strait Islander students are involved, school staff are strongly encouraged to consult with members of the Aboriginal Education team for support and advocacy.

## Bullying behaviour can be:

- Verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical eg hitting, punching, kicking, scratching, tripping, spitting
- Social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.





All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

**Staff have a responsibility to -**

- Respect and support students
- Model and promote appropriate behaviour
- Support students to become resilient and embrace student wellbeing as central to their roles and responsibilities
- Support students to develop an understanding of bullying and its impact on individuals and the broader community through the delivery of the Child Protection Curriculum and relevant classroom pedagogy
- Communicate the school policy to students, including definitions and repercussions of bullying
- Identify signs of bullying
- Respond in a timely manner to incidents of bullying

**Students have a responsibility to -**

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens, interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- Have a clear understanding of the different forms of bullying; psychological, cyber and physical
- Behave as responsible bystanders by making it clear to the bully that his/her behaviour is unacceptable, supporting the target of bullying and reporting the incident to the school
- Report incidents of bullying.

**Parents and Caregivers have a responsibility to -**

- Support their children to become responsible citizens and to develop responsible online behaviour
- Assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying
- Support their children to become resilient, confident to report bullying and overcome challenges they face
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community have a responsibility to -**

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Work collaboratively with the school to resolve incidents of bullying when they occur.

**Responding to bullying and harassment -**

- The student may deal with the bullying or harassment by asking the perpetrator to stop and then not reporting it.
- The student may seek confidential advice from a support person (teacher/counsellor, parent/carer, or friend).
- The student may report the incident(s) of bullying or harassment.



Status	Responsible	Reviewed By	Approval Date	Review Date
Approved	Governing Council	Head of Campus	T4 18/12/2019	T4 2020



## Guidelines for students

What to do when you are being bullied or harassed

1 Tell the person who is offending you to stop

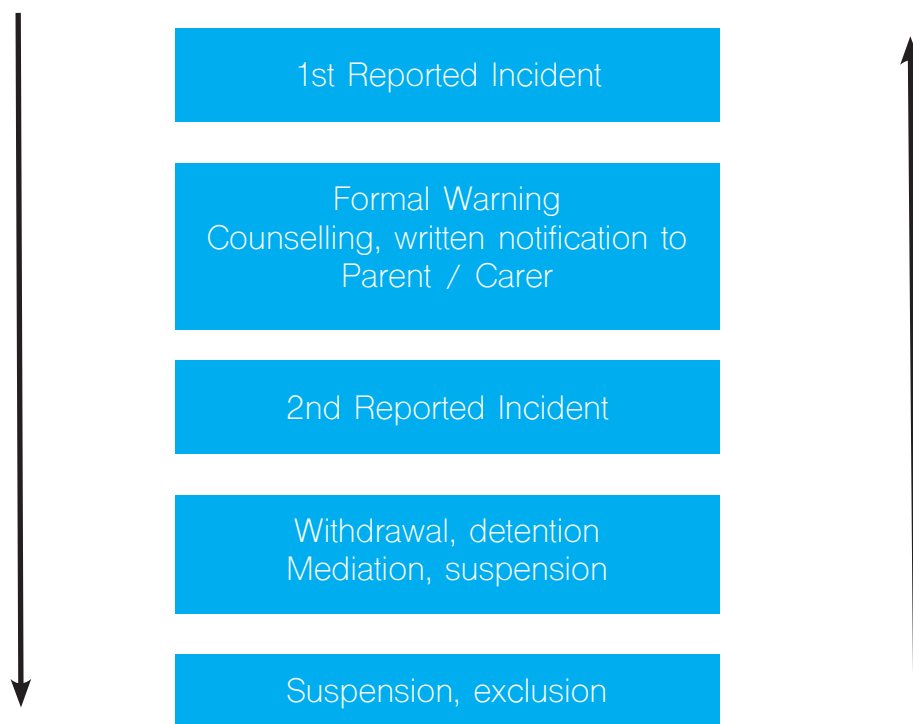
2 If the person does not stop, move away

3 If the bullying/harassment continues, tell the nearest member of staff

4 Tell a trusted member of staff, team leader or counsellor

## Actions

During this process, mediation and restorative justice practices are used where appropriate



In some situations of a severe nature, students may go to suspension or exclusion at the first offence



Incident reported to staff member  
(teacher, counsellor, pastoral care worker)

Harassment form completed by student (themselves) and information provided is reviewed by staff member to check for level of detail

Harassment form completed by student (themselves) and information provided is reviewed by staff member to check for level of detail

Staff member investigates by talking to perpetrator and keeps records of this conversation

Staff member investigates by talking to perpetrator and keeps records of this conversation

Outline of Bullying & Harassment Policy described to the perpetrator.  
FORMAL WARNING LETTER signed by Head of Campus and sent home. Copy goes both into students' files.  
Recorded in Daymap Behaviour Records in both victim and perpetrator's files.  
Mediation and Restorative Justice practices employed

If bullying **stops** no further action taken

If bullying **continues** or a separate event involving same perpetrator

Student is referred to Year Level Leader who may seek advice or refer to Head of Campus. Investigation occurs and as a result suspension may follow. Normal Student Behaviour Management processes are enacted including information dispersal and Daymap Behaviour Records. Mediation and Restorative Justice practices employed



## Harassment Notification Form

This notification is part of the school's Harassment Grievance Procedures and will remain on file in line with schools Bullying and Harassment Policy.

Name of staff this form was handed to .....

Date.....Year Level and care group .....

Complainant's Name.....

Statement of complaint.....

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.....*PTO if more space is needed*

Others involved (& relationship to incident).....

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.....  
.....

I would like this matter to remain confidential

Signed .....Year Level and care group .....

Person named.....

### Type of Harassment

- sexist     racist     physical     verbal     other  
 intentional     unintentional

Name of person(s) who dealt with the incident

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### Action taken

- counselling, mediation
- consequences of repeated behaviour outlined
- student has reaffirmed they know the policy
- policy has been explained and documentation of it given if unknown to student
- other appropriate behaviours/strategies explained or modelled to student
- harassment letter sent to parent/caregiver
- referred to Year Level Leader/Head of Campus for Disciplinary action (refer next page)
- Formal warning letter issued
- parent/caregiver contacted
- interview with parent/caregiver
- recorded in Daymap Behaviour Records
- Other .....

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### Extra space if needed for statement

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### Action taken by Year Level Leader

- parent/caregiver contacted
- recess/lunch detention
- after school detention
- loss of school privileges
- lesson withdrawal
- internal suspension
- external suspension
- mediation / restorative justice practices
- Other .....
- .....
- .....
- .....

### Completed copies to

Care Group Teacher

Year Level Leader / Head of Campus

Student Counsellor