



What is Bullying and Harassment?

Bullying is a systemic and repeated abuse of power. In general bullying may be defined as:

- Dominating or hurting someone
- Unfair action by the perpetrator(s) and an imbalance of power
- A lack of adequate defence by the target and feelings of oppression and humiliation.

(Working together: A toolkit for effective school based action against bullying)

The national definition of bullying for Australian schools definition:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. (<https://behaviour.education.qld.gov.au/supporting-student-behaviour/bullying-and-cyberbullying>)

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

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

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.

How is bullying and harassment reported at Gladstone SHS?

There are two methods available to the school community to report harm:

- Stymie – an anonymous online platform available 24 hours a day (note, reports will not be read between 5pm and 7am, 5pm Friday afternoon and 7am Monday morning)
- *Bullying and Harassment Report* form – available from the Year Coordinator staffroom, the PBC and the student counter in Administration.

What does effective action look like at Gladstone SHS?

Students who experience bullying:

- Will be heard
- Know how to report bullying and get help
- Are confident in the school's ability to deal with the bullying
- Are helped to feel safe again
- Are helped to rebuild confidence and resilience
- Know how they can get support from others

Students who bully

- Are held to account for their behaviour and the harm they have caused through appropriate disciplinary measures and learning programs
- Are taught to behave in ways that do not cause harm in the future because they have developed their social and emotional skills and knowledge about the effects of their behaviour
- Are supported to learn how they can take steps to repair the harm they have caused

The school community

- Is aware of the activities and strategies the school uses to prevent and respond to bullying
- Is engaged in developing and reviewing the actions taken by the school to address bullying
- Celebrates the success of the school's approach to bullying and promoting safety
- Understands the role they play and the actions they can take in preventing and responding to bullying

School leaders, teachers and other school staff

- develop whole school policies that meet the expectations of their school community and school sector
- promote a positive school culture where bullying is not tolerated and cannot flourish
- continually develop school practice based on knowledge and evidence of what works
- know how to respond to reports of bullying
- regularly review their actions to address bullying
- use teaching and learning opportunities to address bullying
- ensure supports are in place to prevent and respond to bullying
- have addressed environmental issues and promoted safe play and learning areas and are constantly vigilant in their supervision of students
- participate in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- gather useful information about the effectiveness of the actions to address bullying, and these data are used for monitoring and evaluation
- work in partnership with parents/carers, other schools and community partners to promote safe communities.

Parents/carers report they

- know the school does not tolerate bullying
- are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- have confidence the school will take any complaint about bullying seriously, investigate/resolve as necessary and will deal with the bullying in a way that protects their child
- are aware of ways in which they can support the school's action against bullying
- know how they can support their child if affected by bullying.

The process of managing reports

What is Stymie?



stymie

“Stymie is an anonymous online harm reporting tool that schools are proactively using to support their students to say something without fear. The team from Stymie® work with school communities both nationally and internationally, to connect students with their empathy and conscience so that they can, in an empowered and courageous way, enhance or change the culture of care in their school.

Stymie has been built to support existing student well-being/pastoral care frameworks in schools and was built in consideration of the Australian Student Wellbeing Framework and the recommendations from the Australian Covert Bullying Prevalence Study.”

Through Stymie members of the school community can anonymously report:

- Bullying
- Cyber Bullying
- Discrimination
- Family and Domestic Violence
- Physical Fight
- Illegal Activity
- Self Harm
- Suicidal Thoughts
- Sexual activity/Sexual Abuse

Managing reports from Stymie and from the Bullying and Harassment form:

The recommended turnaround from when a report is made is outlined below:

Report Type	Immediate	Within 24 hours
Bullying		✓
Cyber Bullying		✓
Discrimination		✓
Family and Domestic Violence	✓	
Physical Fight	✓	
Illegal Activity	Drugs Alcohol Other	Theft – immediate if the theft has occurred on that day Vandalism Break and Enter – immediate if it is occurring now Other
Self Harm	✓	
Suicidal Thoughts	✓	
Sexual Abuse/Abuse	✓	

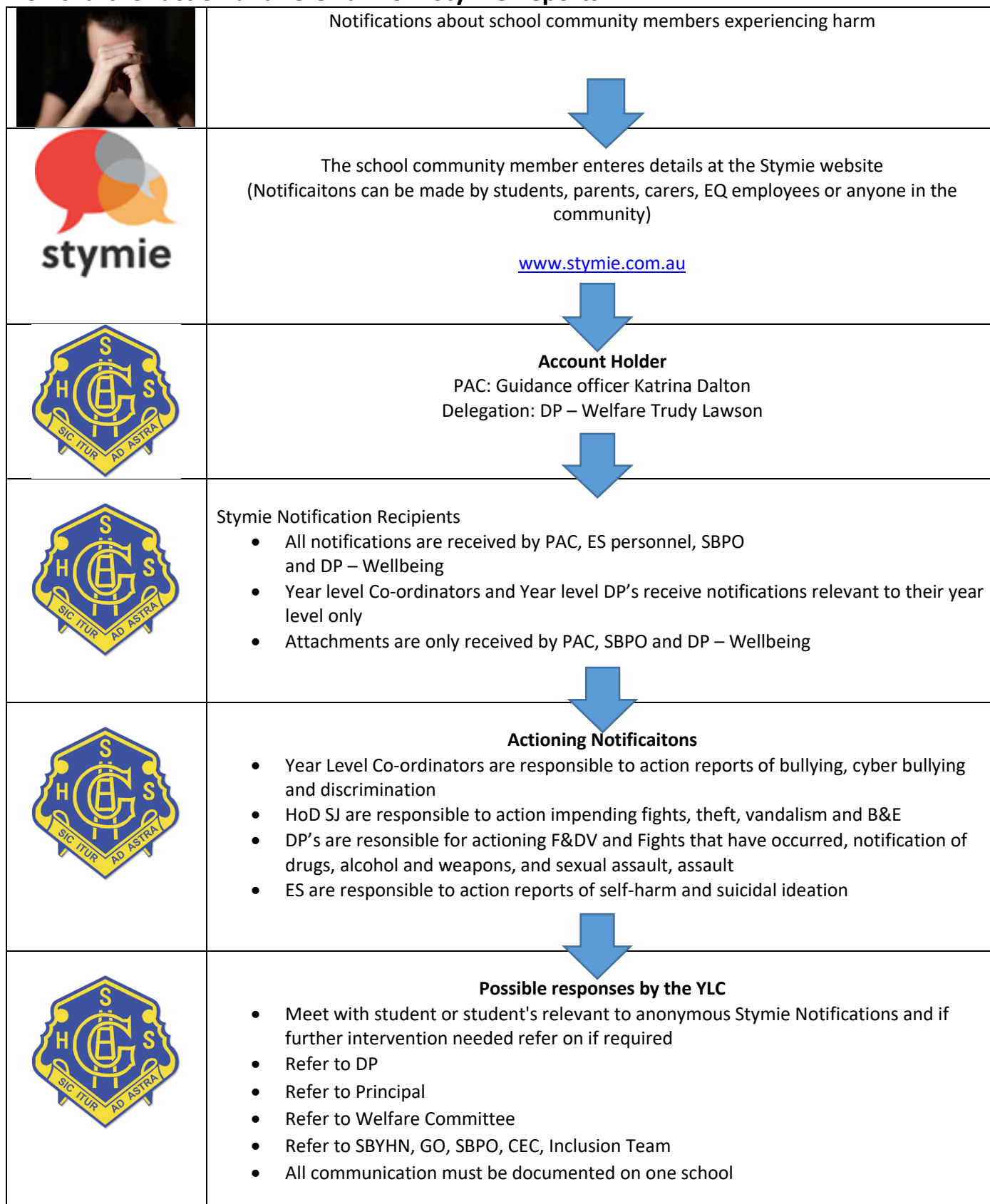
Stymie notifications received after 3pm on a school day where immediate action is required, contact with the parent is required where it will be determined if the parent is able and willing to act protectively. The Student Protection Guidelines will then inform further actions as required.

Reports made regarding students outside of Gladstone SHS will be referred to the Principal of the student’s school by the ES person.

Stymie Notification Hours of Operation

Stymie Reports will be forwarded to the relevant person between the hours of 6am and 5pm Monday to Friday of each school day. Stymie notifications will be suspended from 5pm on the last school day of the term and will be reactivated at 6am on the first day of the new school term.

Flowchart for action and referral from Stymie Reports





Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7 to Year 12 –Year Level Coordinator

Heads of Social Justice **Tristan Nietfield** and **Michael Wale 49766111**

First hour
Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five
Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing
Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Strategies available to support students involved:

1. **The traditional disciplinary approach:** to impress on perpetrators that what they have done is unacceptable, to deter them from repeating that behaviour, to signal to other students the behaviour is unacceptable and deter them from doing it.
2. **Strengthening the target:** assist students who have been the target of bullying to cope more effectively in interactions with the bully or bullies. Students who are being targeted are advised or trained to become less vulnerable, for example by learning to act more assertively.
3. **Mediation:** students in conflict are invited to work with a trained teacher or peer-mediator, to find a mutually acceptable way of resolving their problem.
4. **Restorative practice:** aims to work with students rather than doing things to them or for them. This means accepting responsibility for the harm caused to the individual being bullied, accepting responsibility for the harm caused to others, recognising the need to take action to begin to repair the harm caused, all those involved agreeing to a range of actions which will be monitored over an agreed period of time.
5. **The support group method:** involves students who have been identified as bullying being confronted at a group meeting with vivid evidence of the target's distress, (the target is not present).
6. **The method of shared concern:** involves first working with the suspected bullies and with the target, in one-to-one meetings followed by developing a plan on how the problem might be resolved subsequently both parties meet and an agreed solution is negotiated.

Programs offered for students:

NOTE: All actions must be recorded on OneSchool and where appropriate, PLPs are completed

- Referral to external support agencies:
 - Women's Health
 - Roseberry
 - Headspace
 - Family and Youth Reconnect
 - CYMHS
- Referral to school based support
 - SBYHN
 - SBPO
 - Chaplains
 - Guidance Officers
 - CEC
- Mediation between students involved
- Removal of student/s from playground before school and during lunch times
- Restriction of place for student/s before school and during lunch times
- Student Support Plans
- Discipline Improvement Plans
- Negotiated Attendance Plan
- Support programs as outlined below:



GLADSTONE STATE HIGH SCHOOL BULLYING AND HARRASSMENT REPORT

Your Name: _____ Care Class: _____

The information you are providing is about someone you believe is being bullied or harmed. This report is important however; **there are consequences** for providing **untruthful or misleading** information.

Name of person being bullied or harmed: _____ Year level: _____

Tick the correct box:

- This report is about someone being rude (when someone says or does something unintentionally hurtful and they do it once)
- This report is about someone being mean (when someone says or does something intentionally hurtful and they do it once)
- This report is about someone bullying (when someone says or does something intentionally hurtful and they keep doing it even when asked to stop)

This report is about:

- | | |
|---|---|
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Illegal Activity |
| <input type="checkbox"/> Cyber bullying | <input type="checkbox"/> Self Harm |
| <input type="checkbox"/> Discrimination | <input type="checkbox"/> Suicidal Thoughts |
| <input type="checkbox"/> Family and Domestic Violence | <input type="checkbox"/> Sexual activity/Sexual abuse |
| <input type="checkbox"/> Physical Fight | <input type="checkbox"/> Other |

Who is involved?

What happened?

Where did this happen?

How often does this happen?

Resources for students

- [Cyberbullying](#) what you can do if you're being cyberbullied and how you can respond if you see cyberbullying, including how to report material.
- [Bullying. No Way!](#) has tips and strategies to deal with bullying and cyberbullying.
- [Reach Out](#) and take the steps to create your cyberbullying action plan and hear from other young people.
- [ThinkUKnow](#) find out more about sexting, cyberbullying, online privacy and what to do if you run into trouble online.
- [Rewrite your story](#) is about real stories, advice and support. You can't undo the past but you can rewrite your story.
- [Young and eSafe](#) offers practical advice by young people, for young people, to help challenge the haters and fakers online.
- [Our special superpower](#) is an animated video to help you learn how to be a safe and supportive bystander if you see bullying happening.
- [So you got naked online](#) lets you know what to do if inappropriate content (about you or a friend) ends up online.

Resources for parents

- [Bullying. No Way!](#) provides information, advice and activities for parents and carers.
- [ThinkUKnow](#) what your child is up to online? The Parents Portal gives you tips and advice for keeping your child safe online.
- [iParent](#) answers many of the questions you might have about protecting and supporting your child if they are affected by cyberbullying.
- [Social media services safety centre](#) helps parents learn about safe site use for the latest games, apps and social media and report abuse or offensive content.

Resources for teachers

- [Behaviour](#)—resources to support a school-wide approach to creating safe, supportive and disciplined schools
- [The Australian Student Wellbeing Framework \(PDF, 2.6MB\)](#) provides schools with a vision and guiding principles to support the whole school community to build and maintain safety, positive relationships and wellbeing.
- [Bullying. No Way!](#) provides a broad range of resources and classroom materials for teachers.
- [Be You](#) provides educators with resources for promoting positive mental health in young people.