



Elouera Association Ltd

Anti-Bullying Policy

Policy Statement

Elouera Association Ltd and Elouera Special School are committed to providing a safe, respectful, and inclusive environment for all members of our community, including students, service users, employees, volunteers, families, carers, and visitors.

Bullying in any form will not be tolerated. The definition of bullying is outlined in the Definition of Bullying section of this policy.

Note: A report of bullying is treated as a concern or allegation until the school determines that it meets this definition.

The relevant school documents and policies that align with and support the implementation of this policy include Code of Conduct, Discipline, Anti-Discrimination & Equal Employment Opportunity Policy, Behaviour Intervention & Support Policy, and Work Health & Safety Policy.

Purpose

The purpose of this policy is to:

- Promote a culture of dignity, respect, and safety.
- Prevent bullying and related behaviours across all organisational and school contexts.
- Ensure timely, fair, and consistent responses to incidents of bullying.
- Provide support for all individuals impacted by bullying, including those who engage in the bullying of others.
- Comply with obligations under the NDIS Code of Conduct, Work Health and Safety Act 2011 (Cth), and Fair Work Act 2009 (Cth).

Scope

This policy applies to:

- This policy primarily addresses bullying involving students and service users. Allegations of bullying between employees, contractors, or volunteers are managed under the organisation's Discrimination, Harassment and Bullying Policy.
- Bullying that occurs on-site, off-site during organisation- or school-related activities, and online (including social media, emails, SMS, and messaging apps).

Definition of Bullying

Bullying is intentional, repeated behaviour that causes distress, harm, or undue pressure, involving a misuse of power in relationships. Bullying behaviour is typically ongoing and deliberate, can be overt or covert, may occur online or offline, and is intended to cause physical, social, or psychological harm. It can be carried out by an individual or a group and is difficult for the target to stop. Bullying is a violation of the right to dignity, safety, and education, and also includes harassment or vilification based on sex, race, disability, age, religion, sexuality, gender identity, or other protected attributes.

A report of bullying is treated as a concern or allegation until the school determines that it meets this definition.

Examples and Context of Bullying

Bullying can take many forms and can occur in different ways. Examples include:

- **Verbal:** name-calling, teasing, threats, sarcasm, put-downs.
- **Physical:** hitting, kicking, scratching, tripping, pushing, or other acts of violence.
- **Social/Relational:** excluding, ignoring, ostracising, spreading rumours, inappropriate gestures.
- **Psychological:** intimidation, humiliation, domination, damaging possessions, malicious messages, misuse of technology (SMS, email, camera phones, social media).
- **Harassment or vilification:** behaviour based on protected attributes such as sex, race, disability, religion, age, sexuality, or gender identity.

Ways bullying can occur:

- **Online / Digital:** via social media, messaging apps, email, or other technology.
- **Directly (visible and acknowledged):** physical aggression, verbal attacks, or obvious social exclusion.
- **Indirectly (discreet or anonymous):** spreading rumours, subtle exclusion, or covert gestures.

- **Overtly:** physical or verbal actions that are obvious and observable.
- **Covertly:** subtle behaviours, such as social manipulation or non-verbal gestures.

Behaviours that are not considered bullying:

- Mutual conflict or disagreements between peers where there is no misuse of power.
- Single incidents that do not involve repeated, deliberate behaviour intended to cause harm.
- Challenging behaviours that fall below the threshold of bullying, such as minor arguments or momentary lapses in social interaction.

Expectations

Staff

- Treat all people with dignity and respect.
- Model positive behaviour and actively prevent bullying.
- Respond promptly and fairly to reports of bullying.
- Maintain confidentiality and procedural fairness.
- Support both the person experiencing bullying and the person alleged to have engaged in bullying.

Students / Service Users

- Treat others with dignity and respect.
- Report bullying behaviours when they occur.
- Participate in educational programs that develop strategies to manage and prevent bullying.

Parents, Guardians, and Carers

- Support the organisation's approach to preventing and responding to bullying.
- Collaborate with staff when bullying issues arise.
- Trust that complaints will be managed fairly, consistently, and confidentially.
- Be kept informed of incidents affecting their child/student.
- Report any concerns or incidents to the school

All Community Members

- Contribute to a safe, inclusive, and supportive environment.
- Uphold the principles of equity, diversity, and acceptance.

Procedures for Responding to Bullying

Students, parents/guardians, carers, and staff can report allegations or concerns of bullying using multiple pathways to ensure accessibility, safety, and confidentiality.

1. Reporting options include:

- **Verbally:** to a teacher, class supervisor, Head Teacher, or other staff member.
- **In writing:** using a formal report form available from the school or head office.
- **Email:** sending details to a designated school email address headteacher@elouera-association.com
- **Anonymous reports:** via a secure drop-box or email where the reporter's identity is not disclosed.

Key points:

- All reports are taken seriously, regardless of the method used.
- Staff will respond promptly and provide acknowledgment within 2 school days.
- No individual will face retaliation for making a genuine report in good faith.

Guidance on anonymous reporting:

- The school provides an anonymous reporting option to allow students or parents to raise concerns safely.
- While anonymity is respected, providing as much information as possible will help the school respond effectively.
- Anonymous reports are treated with the same seriousness as identified reports, but follow-up may be limited by the available information.

2. Initial Response

- Staff receiving a reported concern will listen, document, and assess the level of impact.
- Staff will provide support for safety and care.
- **Low Impact:** Teacher-led monitoring, reinforcement of positive peer behaviour, reinforced expectations, problem solving skills.
- **Moderate Impact:** scheduled check-ins, skill-building, mentoring, additional communications, reinforced expectations to next steps, ongoing monitoring and review.
- **High Impact:** Scheduled check-ins, individual planning, classroom and social settings monitored for safety and inclusion, collaboration with wellbeing specialists and families, as well as actions in accordance with the discipline and behaviour intervention support policy.

3. School-Based Inquiry & Action

- School-based inquiries will be conducted confidentially, fairly, and in a timely manner. The process may include reviewing and gathering information, review existing data, communicate with families, determine appropriate responses, collaboratively plan actions, records kept and maintained.
- Head Teacher or General Manager is responsible for determining whether the concern or allegation meets the definition of bullying and whether a formal investigation is required.

- Outcomes for students impacted by bullying may include mediation, education, warnings, conduct management processes, or other appropriate actions.
- Responses are guided by the level of impact. High impact responses and actions involve the school's senior management.

4. Support

- Individuals impacted by bullying will be offered counselling, debriefing, or other support.
- Individuals who engage in bullying behaviours will receive guidance and support to change their behaviour constructively.

5. Recording & Follow-Up

- Records of incidents are documented in appropriate registers.
- Progress will be monitored.
- Parents and carers are kept informed throughout the process.
- Records are securely maintained in accordance with privacy requirements.

Prevention & Education

- Students and service users will access ongoing educational programs to develop positive social skills and resilience.
- Awareness programs promote equity, diversity, inclusion, and acceptance across the organisation.

Related Policies & Documents

- Code of Conduct
- Discipline Policy
- Anti-Discrimination & Equal Employment Opportunity Policy
- Behaviour Intervention & Support Policy
- Work Health & Safety Policy
- Student Welfare Policy

Reference

Cross, D., Gonsalkorale, K., & Sae-Koew, J. (2025). *Evidence Report for the NSW Anti-Bullying Framework*.