



Lambert School Bullying, Harassment, and Discrimination Policy

Scope and Purpose

At Lambert School we take bullying, harassment, and discrimination seriously and strive to build a safe environment free from these behaviours. This policy explains what bullying, harassment and discrimination are, how you can report it and what we will do to stop it happening. The policy is underlined by the [National Principles for Child Safety](#) and [Tasmanian State Legislation](#). This policy applies to all members of the Lambert School community, including students, staff, volunteers, and parents.

Definitions

Bullying

Bullying is deliberate hurtful gestures, words or actions. Bullying can take, but is not limited to, the following forms:

Physical: Pushing, touching, invasion of personal space, taking/damaging possessions.

Verbal/Written: Comments/gestures, nicknames, put downs, name calling, laughing, threats, slander, letters, drawings, emails, social network sites, mobiles, text messaging, cyberbullying.

Sexual: Deliberate and repeated touching, fondling or physical contact, smutty jokes or comments, provocative or insulting remarks, leering and ogling, persistent questioning about someone's private life.

Racial: Racist comments, religious comments, picking on people because of their race or religion, ridicule, name-calling, put downs, physical violence.

Emotional: Snubbing, ganging up, ignoring, put downs can also be part of all areas above of.

Harassment

Harassment can involve unwelcome, pressuring, offensive, intimidating, or humiliating behaviour. This behaviour can be a single incident, or part of a pattern. Harassment can be, but is not limited to:

Verbal or written Harassment: Offensive jokes, derogatory or sexually suggestive comments, or intrusive questions.

Physical Harassment: Unwelcome touching, suggestive gestures, violence or physical intimidation.

Social Harassment: Isolation, segregation, or ignoring of individuals or groups.

Sexual Harassment: Unwelcome conduct of a sexual nature, including touching, verbal and written comments or jokes, and lewd gestures.

Discriminatory Harassment: harassment can also be based on personal characteristics such as race, gender, religion, or sexual identity.

Discrimination

Discrimination involves unjust or prejudicial treatment based on protected characteristics. This includes age, race/ethnicity, sex, gender, disability, sexual orientation, marital status, pregnancy/maternity, and religion.

Procedures

Students

1. If you are a student who is experiencing bullying, harassment, or discrimination, your first step is to ask the person to stop what they are doing. Explaining how their actions affect you may also convince them to stop.
2. If this does not work, or if you do not feel comfortable confronting them, talk to a teacher. They will help you by talking to the other student, helping you make a plan for if it happens again, or implement the school's Behaviour Management Plan to solve the situation.
3. You may also want to talk to a parent about the behaviour. If the behaviour continues, your parent should make an appointment with the school to talk about it.

Parents

When bullying, harassment or discrimination happens at school you need to talk to the school about it. Before you go to the school it is important to find out:

- What happened;
- Who was involved;
- When;
- Where;
- Did anybody else see it, and, if so, who?

It is a good idea to write down what you find out. Arrange a time to speak to a teacher or the Principal.

Staff

If a child is being bullied, harassed, or discriminated against:

1. The teacher arranges a time to speak to all the children or persons concerned.
2. If the problem seems to have been resolved, the teacher proactively monitors the behaviour for the next few days, checking with the children involved to ensure there has been no recurrence of the behaviour.
3. If the problem is not resolved, the teacher will speak to the Principal and ask for their support in addressing the grievance.
4. If the problem is ongoing, notify families.
5. If the problem has still not been resolved, the Principal may decide to act according to the Behaviour Management policy and Termination of Enrolment procedures should behaviour continue.

If the staff member is being bullied, harassed, or discriminated against:

1. Discuss the issue with the Principal or Deputy Principal.
2. The Principal or Deputy Principal will act on your behalf to resolve the issue, including confronting the offender and implementation of reconciliation measures.
3. If this does not resolve the issue, or you do not feel comfortable approaching either individuals, you may wish to approach the Lambert School Board (lambertschoolboard@lambertschool.tas.edu.au) , or outside agencies such as the [Independent Schools Union](#) or [Fair Work](#).

Our school approach to bullying, harassment, and discrimination:

We listen and talk to the person who has been targeted and the person who has perpetrated. We then use warnings, followed by firm graduated consequences* and Restorative Justice.

1. Written and/or verbal apology with staff proactively monitoring ongoing behaviour.
2. Time Out with the Principal or Deputy Principal, followed by the Principal or nominated staff member proactively monitoring ongoing behaviour. Both Parents notified where necessary and encouraged to share in goal setting/action to rectify unacceptable behaviour.
3. Loss of Privileges.
4. Meeting with parents.
5. The student is sent home from school.
6. Suspension.
7. Expulsion.

If a staff member is the perpetrator, the incident will be investigated by the principal or their delegate. If the staff member is found to be at fault, their behaviour may result in disciplinary action and termination of employment.

** It is important to note that these steps may change. At Lambert School we do not use a “one size fits all” approach. This is because each person is different and each incident of bullying is different.*

Cyberbullying

Cyberbullying can take many of the forms listed above, but in online spaces including social media platforms, messaging apps, online games, and text messages. Students may be emboldened to partake in cyberbullying due to the removed nature and potential anonymity of online spaces.

The school treats instances of cyberbullying the same as regular bullying (*see below*). The school employs an outside agency, Pritech, to ensure that sites and apps used for cyberbullying are not accessible to students on school devices or wifi networks. If an instance of cyberbullying occurs outside of school involving Lambert students, students should:

1. Take a screenshot of the offending message, as well as any identifying information of the sender. This should be shared with the Principal or Deputy Principal.
2. If the behaviour continues, we recommend blocking that user on the platform that they are contacting you on.

3. If the behaviour continues, contact the [Office of the eSafety Commissioner](#) to report online harassment.

What we do at Lambert School to reduce bullying:

If an incident of bullying happens at Lambert School we use **prevention, intervention, and post-intervention** strategies.

Prevention strategies include:

- Using the curriculum to teach students about respectful relationships, civics and citizenship
- Developing programs to help students participate and have a say in their learning.
- Teaching students about violence prevention, conflict resolution, anger management and problem - solving and reviewing policies which promote student safety.
- Teaching for and about diversity.
- Providing professional learning for staff in collaboration with local agencies.

Intervention strategies include:

- Putting consequences in place for those who bully others.
- Teaching students to be better bystanders.
- Ensuring that all staff have the knowledge and skills to address bullying effectively and respectfully.
- Talking with parents or caregivers about the situation.
- Mediation is offered at all stages of the process.
- Counselling students who have been bullied. A copy of the Grievance policy is provided if a formal report is made.

Post-intervention strategies include:

- Monitoring the situation between the students to ensure that their safety and wellbeing are maintained.
- Talking with parents or caregivers about strategies.

- Reviewing our yard procedures to make sure they are effective.
- Reviewing and evaluating behaviour codes.

Sources

[National Principles for Child Safety](#)

[Tasmanian State Legislation](#)

[eSafety Commissioner](#)