



Our School Community Code of Conduct

June 2023

Reviewed - annually by College Executive with input from Staff and School Community.
- after a major incident

- On our website
- Copies on request via Reception.

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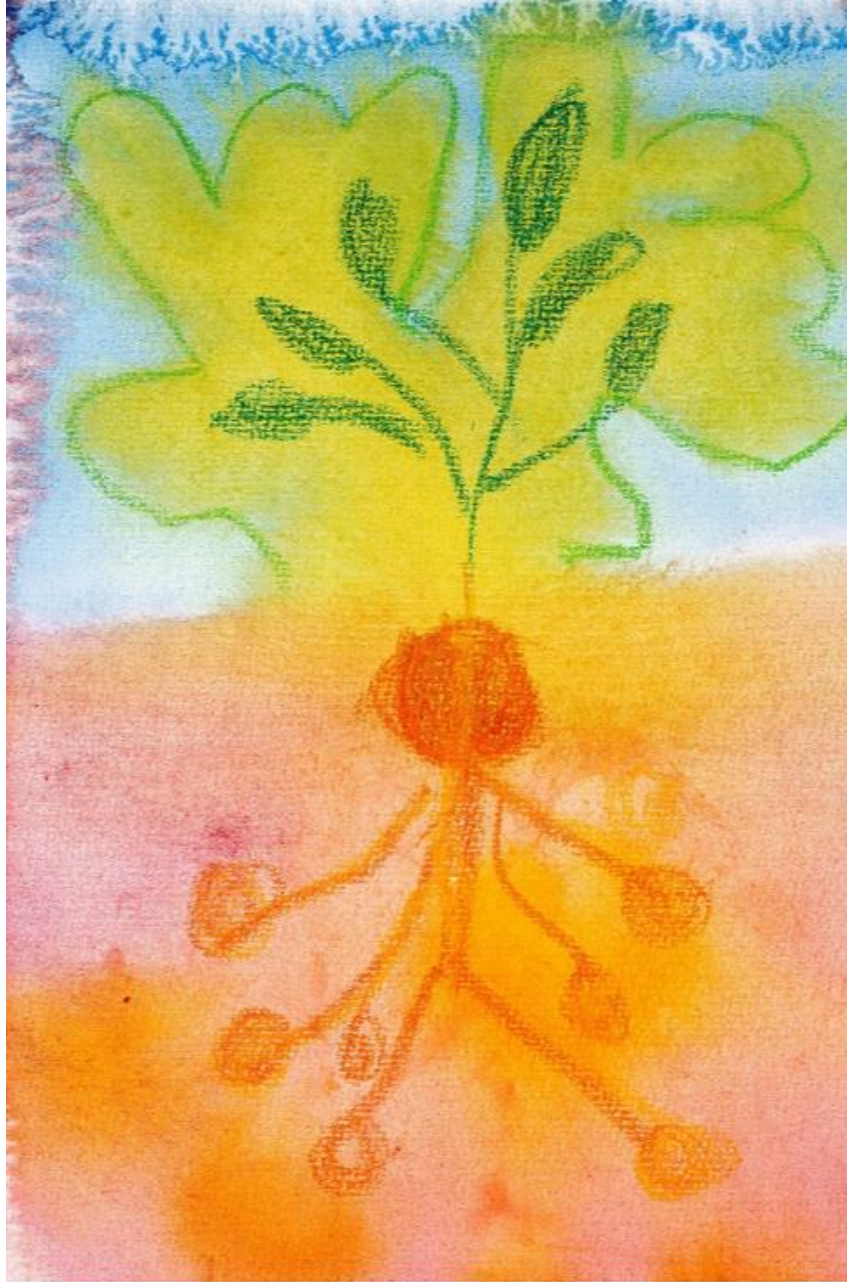
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- Our Code of Conduct applies to all School activity occasions.
 - onsite
 - offsiteSchool activity means – an activity organized by a School entity
 - Seed Group
 - The College of Teachers
 - By a School employee or delegated member of the School Community e.g. Class Carer/Seed Group member
 - All references to ‘adult’ include teachers/non-teaching staff/parents/visitors.
- The word ‘parents’ embraces guardians/carers.



Ghilgai is an aboriginal word meaning ‘water hole’ in a dryish country.

We interpret this broadly and hope our School may indeed be a watering hole for Students, Teachers, Parents and the wider School Community; recognizing that in each one of us there is a place – a hole – that is able to receive the nurturing rains that replenish body, soul and spirit.

Foundations

1. Deep Roots
2. Ghilgai Teachers and Support Staff
 - ~ provide a warm encouraging environment.
3. Parents and Carers
 - ~ nourish the culture of our School.

1. Deep Roots

Rudolf Steiner Schools strive for beauty in the environment – beautiful buildings, classrooms enriched by colour, trees, flowers, birds... because beauty nourishes the soul and seeds positive behaviour.

Ghilgai is a beautiful place to learn, to grow, to be.

The adults in the School's environment play a seminal role in the shaping of the children's behaviour.

For this reason, our Code of Conduct begins with

- Ghilgai Teachers and Support Staff;
it then moves on to
- The Ghilgai Parent Community.

The care and kindness that the children receive from the adults around them encourages them to grow these qualities too.

- ~ In a warm supportive environment the full potential of each child can unfold.

2. Ghilgai Teachers and Support Staff

Ghilgai Teachers and School Support Staff provide a nourishing and uplifting environment for the children.

Together they model integrity, respect, responsibility, care and kindness – and in doing so enable Ghilgai to be a sanctuary for childhood.

Integrity

- ~ acting in the student's best interests
- ~ maintaining a professional relationship with Students, Parents, Colleagues, and the Community.

Respect

- ~ acting with care and compassion.
- ~ treating students fairly and impartially.
- ~ acknowledging Parents as partners in the education of their children.

Responsibility

- ~ providing quality teaching and learning support
- ~ maintaining and developing our professional practice
- ~ working cooperatively with Colleagues in the best interests of our students.

Ghilgai Staff are bound by the Ghilgai Code of Conduct for Staff and for people doing child-connected work at Ghilgai. You may ask at Reception for a copy.

In 1923, at the founding of the first Waldorf School, Rudolf Steiner gave the Teachers a many layered picture of 'the School' and their place within it.

Ghilgai Teachers and Directors use this verse to begin all meetings and to renew their commitment to Ghilgai students.

*"May there reign here spirit-strength in love;
may there work here spirit-light in goodness;
born from certainty of heart,
and from steadfastness of soul,
so that we may bring to young human beings
bodily strength for work,
inwardness of soul, and clarity of spirit.*

*May this place be consecrated to such a task;
may young minds and hearts here find servers of the light,
endowed with strength,
who will guard and cherish them."*

3. Parents and Carers

The Parent Community surrounds all the children of Ghilgai with warmth and encouragement.

Rudolf Steiner described this kind of support in a beautiful and inspiring way.

“For it is upon the Parents’ understanding that we must build.

We cannot work, as do other schools, protected by the state or by any other authority. We can only work supported by a Community of Parents who have this understanding of the educational work.

We love our children; our teaching is inspired by knowledge of humanity and love of children.

And another love is being built up around us, the love of the Parents for the true essence of the School. Only within such a community can we work towards a future of mankind, able to prosper and withstand.”

Ghilgai honours our Parent Community

- Parents will be treated with dignity, courtesy, respect, and compassion at all times.
- Teachers will strive to co-work with Parents in the education of their child. They will provide conversation opportunities to inform Parents of their child’s development.
- Behaviour issues will be dealt with in a courteous and sensitive way.



AGREEMENT TO SUPPORT SCHOOL COMMUNITY WELL-BEING

I have read the School’s *Code of Conduct* and I agree to support Ghilgai’s striving for the well-being of all students as outlined in the *Our School Community Code of Conduct*.

I undertake to inform the School via a note, of any incident of demeaning behaviour within the School environment as soon as I am aware of it.

I will work cooperatively with the School to resolve any unacceptable behaviour that my child displays. I understand that sometimes food additives and sugar, TV, videos, computer games, etc, may influence behaviour and will evaluate these potentially negative influences on my child’s behaviour.

I understand that my child may be expected on occasions to spend ‘time out’ in another class, if they behave in a disruptive or intimidatory way repeatedly. On other occasions they may have to stay at home for a ‘Consideration Day’ in order to give the Class respite time and to allow the disruptive child time to find their calm centre point again.

In extreme circumstances, I will come immediately to pick up my child if requested to do so.

If I am told that my child often intimidates others through words or deeds or is involved in antisocial behaviour, I will work with the Class Teacher and College of Teachers Executive to assist my child to overcome this difficulty.

***Signature Parent / Guardian 1:**

Name: **Signed:** **Date:**

***Signature Parent / Guardian 2:**

Name: **Signed:** **Date:**

*** NB: Ghilgai School Ltd require both parents are/or guardians to sign this form, to confirm mutual commitment to the education of your child/ren.**

Part 1

Our School Culture

1. Ghilgai School Culture
2. Sustaining a Culture of Respect and Care
3. Uplifting/Unacceptable Behaviour
4. Basic School Rules

Our School Culture

1. Ghilgai School Culture

Ghilgai is a Child Safe School

- We strive to be a sanctuary for childhood.
- Your children are supported by caring and informed adults who work as a team.
- Together we work to provide the children with a safe environment that fosters the wellbeing of each child and thus maximizes their potential.
- We have an embedded organizational culture of Child Safety that is underpinned by clear, strong well publicised policies and a proactive approach that encourages children to be respectful and kind.
- The adults model uplifting behaviours and provide the children with a meaningful experience of a caring community.
- Ghilgai embraces difference. We make provision for inclusion in everything we do.
- We have zero tolerance of harassment/bullying/cyber bullying/child abuse.

2. Sustaining a culture of respect and care

- ~ Steiner education addresses the whole child, it nourishes self-esteem, confidence and independence and fosters understanding and respect of the Other.
- ~ Our rich Literacy curriculum uses World Literature as a framework for the teaching of Literacy skills. This great literature also nourishes the inner child and fosters emotional literacy.
It provides many occasions that act as a catalyst for class conversations around values, rights and responsibilities.
- ~ At our weekly Whole School sharing the Teachers speak about acceptable and unacceptable behaviour and share illuminating anecdotes that inspire positive actions.
- ~ The Creative Arts – Artistic activities/Craft/Eurythmy/Music - develop the sensitivity of the individual and in diverse ways foster respect/tolerance/co-working and empathy within the group.
- ~ The production of the annual Class Play fosters Class cohesion and cooperation and each student has a place to shine.
- ~ Our wellbeing program supports positive behaviour and fosters resilience.
- ~ The Class 5/6 curriculum includes Civics and explores the responsibilities of the citizens – in Greece/Rome/Today.
- ~ Younger children are supported by buddies from an upper class.
- ~ Our Education Coordinator is available to Students/Teachers/Parents for helping conversations.
- ~ Parents receive, via our newsletter, short articles on parenting by Michael Grose and others. They are able to join online courses.
- ~ The School hosts Education Evenings to nourish our Parent Community and to foster parenting skills.
- ~ Teachers are enabled to attend PD sessions that focus on behavioural/self esteem/wellbeing issues.
- ~ Behaviour issues are discussed regularly at Staff meetings
- ~ We have regular child-focused Staff meetings – a whole School approach to student wellbeing.

3. Uplifting/Unacceptable Behaviour

- Uplifting Behaviours that nourish Community

- ~ Respect
- ~ Courtesy
- ~ Cooperation
- ~ Inclusion
- ~ Kindness
- ~ Helpfulness
- ~ Care of others/property
- ~ Truthfulness
- ~ Courage – to be a voice for another
- ~ Supportive affirmations/I like that/Well done
- ~ Gratitude

- Unacceptable Behaviours

- ~ Disfigurement or destruction of property
- ~ Disrespectful behaviours, intimidation – verbal or physical
- ~ Disruptive behaviour that impacts on the wellbeing of others
- ~ Uncooperative behaviour
- ~ Teasing/taunts/insults
- ~ Stealing
- ~ Bribery
- ~ Threatening behaviour – physical/gesture/verbal
- ~ Swearing/foul language
- ~ Spitting
- ~ Harassment
- ~ Dangerous behaviours
- ~ Interfering with the property of others
- ~ Passing on sexual images – verbal/actual
- ~ Bullying

4. Basic School Rules

- For Adults

- ~ Respectful cooperative behaviour - personal contact/emails/phone calls/onsite
- ~ Adherence to traffic rules within the School grounds.
- ~ No dogs – you may ask for special permission. Request to Reception.
- ~ Respect for School property
- ~ Support for our Food policy and our Dress Code.

- For Students

- ~ Respectful cooperative behaviour
- ~ Respect for the property of others
- ~ Respect for School property
- ~ No littering or graffiti
- ~ Adherence to School boundaries
- ~ Adherence to our Food Code
- ~ Adherence to our Dress Code
- ~ Adherence to safety rules
- ~ Punctuality

- No

- ~ running in designated areas
- ~ throwing of objects not designed for that purpose e.g. Sticks/stones
- ~ skateboards, frisbees, roller blades, knives, glass containers, hard balls, toy guns, free play with sticks
- ~ rough games/fighting games
- ~ tackling/wrestling outside of PE work
- ~ remote-controlled toys/battery vehicles
- ~ mobile phones/electronic games/cameras/iPads etc. – see Part 6

Part 2

Our School Community Code of Conduct.

1. The web of relationships
 2. Adult behaviour
 3. Student behaviour
 4. Letters to Parents
 5. Breaches of our Code – Response Options
-

1. The Web of Relationships

This Code of Conduct states our behaviour expectations for each person in our School Community.

It embraces the web of daily relationships.

1. Adults

- Teacher to Student
- Student to Teacher
- Teacher to Parent
- Parent to Teacher
- Adult to Student
- Adult to Adult

2. Students

1. Student Rights and Responsibilities
2. The Learning Environment – Classroom Behaviour
3. Letters to Parents regarding Breaches

3. Breaches of our Code – Response Options – p27

2. Adult Behaviour

1. Teacher to Student

Expectations

- ~ Integrity
- ~ Respect
- ~ Responsibility

- Response to unacceptable behaviour
 - ~ Parents can table a concern regarding Teacher behaviour with the College of Teachers Executive. They will investigate all concerns.
 - ~ Directors will be informed of a serious breach right away and may be part of investigations/resolution procedures.
 - ~ Our Concerns & Complaints Policy is on our website. Ask for a copy at Reception.

2. Teacher to Parent

Expectations

- ~ Courtesy
- ~ Respect
- ~ Compassion

- Response to unacceptable behaviour.
 - ~ Parent and Teacher may resolve difficulties together.
 - ~ A College Executive member can attend this conversation to facilitate.
 - ~ Parents can write to College of Teachers Executive if they need further advice/support.
 - ~ Mediation may be an option.
 - ~ These options are not exhaustive.

3. Parent to Teacher

The Teachers at Ghilgai offer Parents a high degree of accessibility and openness, both to their person and to the classroom. The essential level of trust implicit in this gesture is supported by Parents observing these behavioural guidelines.

- ~ Parents must be respectful and allow Teachers to work in a safe environment
 - ~ Parents visiting the classroom to look at their children's work must respect the requirements of the Privacy Act. Unless displayed, other children's work is private.
 - ~ Any materials or documentation belonging to the Teacher is confidential. The Teacher's desk is a private area.
 - ~ Parents must respect the Teacher's need for undisturbed preparation time before School.
 - ~ If you have urgent information/concerns please hand a note to the Teacher who will phone you later to follow up, if needed.
 - ~ If you have any non-urgent information/concerns please put a note in the communication basket near the door.
 - ~ Parents are expected to respond to a Teacher's phone call/email in a courteous cooperative and timely way.
 - ~ Parents should refrain from disturbing classes during class time.
 - ~ Parents must comply with directives given by School Staff.
 - eg. traffic flow, safety matters, emergency procedures, other.
- Response to unacceptable behaviour.
 - The College of Teachers Executive will respond to all concerns raised by Teachers/Staff.
 - A serious breach of this Code may incur one of the options on the next page.

4. Adult to Student

Students have the right to learn and play in a safe environment:

- ~ Parents/Adults must be respectful towards students.
- ~ Adults must not remonstrate with the child unless it is a safety issue needing immediate action via words or deeds.

The College of Teachers Executive will investigate and respond to a breach of this Code right away.

This may entail:

- ~ A letter of apology and good intent to the School.
- ~ Restrictions placed upon parking.
- ~ Areas of the School made “out of bounds” for a while.
- ~ Exclusion from School property for a given time (Teachers meet the children involved at the entrance).
- ~ Failure to co-operate may lead to the School expelling the family.

5. Adult to Adult

- ~ Ghilgai values the integrity and strength of its Parent Community. An harmonious community ethos nourishes the children and models acceptable behaviour for them.

Ghilgai expects that all Parents/Carers/Adults to

- ~ Treat one another with respect and courtesy.
- ~ Be actively inclusive of everyone.
- Response to Breaches
- ~ Adults may resolve conflicts together.
- ~ If this is not possible then the College Executive must be informed.
- ~ They will then investigate and take appropriate action.

3. Student Behaviour

1. Student Rights and Responsibilities

Rights

All students have the right to

- ~ a Safe School
- ~ a productive learning environment – indoor/outside
- ~ be respected and treated with courtesy and kindness
- ~ to be an individual and express individuality
- ~ have equality of opportunity
 - regardless of age/gender/race/clothes/disability/other.

Responsibilities

Ghilgai expects each student to be a respectful member of the School Community.

This entails:

- ~ Courtesy
 - ~ Self-regulation – age appropriate
 - ~ Respect for property
 - ~ Respect for others
 - ~ Tolerance/understanding for those who are different
 - ~ The practice of inclusion
 - ~ Co-operation
 - ~ Honesty
 - ~ Care and kindness
-
- Students should treat all visitors to the School with respect. They should try to be welcoming and helpful.

2. The Learning Environment

- Ghilgai strives to provide a calm supportive learning environment and by so doing foster each child's concentration and involvement in School activities.
- Ghilgai strives to enable each Teacher to deliver their lessons, with enthusiasm in a calm classroom or outdoor teaching space.
- Ongoing disruptive student behaviour is corrosive – it has the potential to reduce a student's capacity to learn and a Teacher's potential to teach well.

What is disruptive behaviour? – key questions

- ~ Is this behaviour reducing participation time for the Class as a whole?
 - ~ Is it lessening the value of the lesson/the scope of the offering for the Class as a whole?
 - ~ Is it corroding the Teacher's creative potential to teach?
-
- Ghilgai Teachers will work with families to reduce disruptive behaviour. They will assist them to find the roots of the problem.
 - This may entail conversations about
 - ~ Sleep, Media intake, Food intolerance, Sugar sensitivity, Screen time/Online games.
 - The School may recommend that the family seek professional support/guidance.
 - The School may recommend a professional assessment of Learning or Social Emotional Wellbeing.

Response to Disruptive Classroom Behaviour

- **Disruption in the Home classroom.**
 - ~ Formal warning given to the child privately by the Class Teacher.
eg. 'This is unacceptable. If you do it again your Parents will need to be told and we will take further action.'
 - ~ If the pattern is repeated, Parents are contacted by the end of the day of the disruption.
 - ~ Meetings between Teachers and Parents may be set up and an ongoing monitoring and support process put in place.

- **Disruption in Specialist lessons – Music/PE/Craft/Lote/Eurythmy**
 - ~ **First warning:** sit outside of class group within the classroom.
 - ~ **Second warning:** return to Home classroom.
 - ~ **Third disruption/sequential event, across days/weeks**
 1. Miss one Specialist lesson – this could be the child's preferred activity
eg. PE
 2. Write an apology to the Specialist and an affirmation of commitment to the lessons – co-signed by Class Teacher and Parent.
 3. Return to all Specialist lessons.
 4. If another disruption occurs in any specific lesson, then:
 - leave the room
 - return to classroom
 5. Class Teacher or Specialist sets community service.
eg. sweeping/helping.
Or the child may
 - ~ miss a week or two of all specialist lessons.
 - ~ go to another class for the morning/or day.
 - ~ be picked up by their parent and taken home prior to the Specialist lesson.

- The Teacher may use a standard form to alert Parents to disruptive behaviour in older classes. A note or a conversation may be a better approach for younger students.
- Parents will be expected to meet the Class Teacher or School Representatives as needed - to support their child to gain acceptable behaviour.

4. Letters to Parents

Unacceptable Classroom Behaviour

Dear

Today was

I have spoken to them about this behaviour several times.

Tomorrow they need to bring a note for

This should contain an affirmation of their striving towards helpful social behaviour from now on.

You should also sign this note. It needs to be given to me, by the student, before School begins. I should not have to ask for it.

I need to talk with you this week.

Please meet with me at on

If this behaviour continues then the School has the following options:

1. The child spends a day at home
 - time for the child to reflect on their behaviour
 - respite time for the class
2. Depending on the severity of the behaviour you may be phoned and required to pick up your child immediately.
3. Failure to attend to the behaviour concerned could result in Suspension.
4. Ultimately you could be required to discuss other education options with the School - including the possibility of other Schools that might better meet your child's needs. This is Expulsion.

You may ask for a copy of our Suspension/Expulsion Policy and Procedures at Reception.

Please discuss these steps with your child and make sure they understand the seriousness of the situation.

Thank you for your support.

Signed Date.....

Unacceptable Behaviour in Specialist lessons

Dear

The time available for Specialist lessons is precious. All children have the right to a productive learning environment. Repeated disruption by one child removes this opportunity from the Class and reduces the potential teaching time available to them.

Today was

I have spoken to them about this behaviour several times.

Tomorrow they need to bring a note for

This should contain an affirmation of their striving towards helpful social behaviour, from now on.

You should also sign this note. It needs to be given to me by the child, before School begins, without my having to ask for it.

We have in place a series of steps to address further disruptions:

- The child will be required to leave the classroom to return to their own classroom. Apology note subsequently required.
- Miss a Specialist lesson – any subject (Class Teacher’s choice)
- Parent interview arranged with Class Teacher and/or Specialist teacher.
- Failure to change behaviour could lead to non-participation in Specialist lessons. The child may go to another classroom and miss the Specialist lesson or you may be asked to pick up at lunchtime.

Thank you for your support.

Class TeacherDate.....

● Breaches to our Code – response options

Parents will

- ~ be informed as soon as possible and immediately where violence or sexual actions are involved.

Response/Options

- After a serious breach Parents may be required to pick the student up immediately.
- The Transgressor may be given time-out in a different classroom.
The Transgressor may
 - be given different recess breaks
 - be restricted to a designated area at recess breaks
- The Transgressor may be given a ‘Consideration Day’.
i.e. required to spend a morning or day at home.

A Consideration Day gives the class a rest and gives the transgressor and family an opportunity to consider together “better behaviour”.

When the child returns from a Consideration Day, they must:

- ~ bring an affirmation of good intent signed by their Parent/Guardian,
- ~ give it to the Teacher concerned before School.
- ~ make amends when this is appropriate.
- ~ bring a note/drawing or “peace offering” for an aggrieved child.
- Ghilgai Teachers will support the child and work, with Parents, towards behaviour change.
 - A support group may be formed, to work together on the child’s behalf.
 - Counselling/Art Therapy may be helpful.
 - The School may require a professional assessment.
- Further time out may be necessary – Suspension.
 - ~ A student may be suspended for several days, maximum 10 days, whilst the School strives to resolve the matter.

- Expulsion.
 - ~ If the child or the family fail to cooperate with the School on pathways of resolution or if there is a breakdown of relationship – School/Home, Child/Teacher then the child may be expelled.
 - ~ We do not wish to arrive at this place and if Parents are supportive of remedial procedures right from the start of inappropriate behaviour then it should not be necessary.
 - ~ Matters of Suspension and Expulsion come before the Directors.

- The Class Teacher works with the Principal to respond to all breaches in an appropriate and meaningful way.

Part 3

Harassment/Discrimination/Violence

Harassment

Harassment is discrimination that targets an individual or group due to their race, culture or ethnic origin; religion; physical appearance; gender; sexual orientation; marital parenting or economic status; age and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behavior, or it may be a single act.

- **Aspects of harassment**
 - ~ Inappropriate patting/touching
 - ~ Violation of the child's personal space
 - ~ Brushing against another
 - ~ Offensive gesturing
 - ~ Subtle verbal needling
 - ~ Discriminating put-down remarks

Discrimination

Discrimination occurs when people are treated less favorably than others because of race, culture or ethnic origin; religion; physical appearance; gender; sexual orientation; marital parenting or economic status; age and/or ability or disability.

Discrimination is often ongoing and commonly involves exclusion or rejection. Intervening early can often prevent harassment, discrimination and more serious negative behaviours from becoming part of a bullying pattern.

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. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

Part 4

Bullying / Cyber Bullying

Bullying

1. Duty of Care
2. What is it?
3. Bullying Behaviour
4. How to report bullying?
5. How to help your child/recipient?
6. The School's Response.
7. Supporting the aggressor.

Cyberbullying

1. What is it?
 2. It has many forms.
 3. Fostering Cyber Safety
 4. Class Community message Apps
 5. The School's Response.
 6. Community Resources for Parents.
-

• Bullying

1. Duty of Care

Schools have a **duty of care** to ensure the safety and wellbeing of students.

In discharging this duty, Principal, Teachers and Staff are held to a high standard of care in relation to Students. The duty requires Principals and Teachers to take all responsible steps to reduce the risk of harm to Students, including the implementation of strategies to prevent bullying. The duty is non-delegable, meaning that it cannot be assigned to another party.

2. Bullying – What is it?

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.

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)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

- Our national definition of bullying for Australian schools

- **In short**, bullying is an ongoing misuse of power in relationships involving harmful physical, verbal or social behaviour.
- **The definition of bullying** has three critical aspects:
 - misuse of power within relationships,
 - it is repeated and ongoing,
 - it involves behaviours which can cause harm.

All three aspects need to be present in order for a behaviour to be called bullying.

• Misuse of Power

In a situation where there is a power imbalance, one person or group has a significant advantage over another. If this power is misused, this enables that person/group to coerce or mistreat another for their own ends. In a bullying situation this power imbalance may arise from the context (e.g. having others to back you up), from assets (e.g. access to a weapon) or from personal characteristics (e.g. being stronger, more articulate or more able to socially manipulate others).

- **Bullying occurs in a social setting**

The critical aspect that distinguishes violence, harassment and discrimination from bullying is that bullying happens within social relationships, featuring repeated and harmful behaviours that stem from a misuse of power. Violence, harassment and discrimination can occur as part of bullying, but also can occur in one-off conflicts or between strangers.

- **Bullying can be overt or covert**

Covert bullying is a subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).

Covert bullying includes social exclusion and intimidation. The term 'covert' highlights the fact that not all bullying is physical or obvious to others. Covert bullying can have the same harmful impacts as more obvious bullying, as it can be more isolating, can go on for longer before other people become aware of it, and can be more easily denied by the other person.

- **Bullying roles are changeable**

Bullying is highly dynamic. Students' roles can change in different contexts. Individuals can occupy various roles in bullying, including the individual being bullied, those bullying others, and bystanders who may be assistants, reinforcers, outsiders, or defenders. One individual can play one role in one context while taking a different role in another.

- **The bully often has reinforcers**

- Engaging directly in bullying behaviour or assisting and actively joining in.
- Encouraging the bullying behaviour by giving, for example, silent approval, by smiling, by laughing or by making comments.
- Standing by silently and passively, doing nothing when knowing or seeing bullying behaviour.
- Excerpts from *Bullying No Way!*
bullyingnoway.gov.au

3. Bullying Behaviour

Bullying behavior seeks to harm, humiliate, dominate, intimidate, ostracize or isolate.

Tactics bullies use

- Hitting, punching, shoving, elbowing etc
- Ridicule by word or gesture
- Making threats intimidation, invasion of space.
- Blackmail
- Teasing
- Deliberate exclusion/strategies in games
- Refusal to work with a fellow student allocated by teacher – display of disdain via facial or other gestures
- Subtle strategies to mar or destroy the students work
- Grabbing/hiding clothing or property or damaging clothing or property
- Tripping
- Name calling
- Nonverbal expressions of contempt
- Spreading rumours
- Spitting
- Pulling the chair away
- Accidental “throws” designed to hurt the victim
- Gang up and lies about the student
- Unfair game rules designed to exclude
- Threats to others who talk/play with their victim

This list is not exhaustive, it is a framework for observation.

4. How to report bullying

Ghilgai works to sustain a culture of responsibility and openness around demeaning incidents.

- All students need to tell a Teacher/Parent/trusted adult about an incident that has demeaned them. Ghilgai encourages students to honour their own person.
- Student bystanders need to assist the victim, if they can, then discreetly inform a Teacher.
- If the child is unable to do this and the Parent/Carer hears about it, then the adult contacts the School asap.
- All staff need to report incidents immediately.
- All parents/visiting adults who witness demeaning incidents must report to a Teacher immediately and follow up with a note to Education Coordinator. This is an integral part of your responsibility to the School Community.
- Any parent who hears about demeaning actions should report it to the Education Coordinator via a note/email. Phone call for urgent matters.

5. How to help your child/recipient

1. After you've heard their story assure your child that they were not at fault, that they did not deserve it.
2. Encourage your child to tell the Class Teacher in a quiet space - **OR** Assist them to write a simple note and put it on the Teacher's desk. If this is not possible, please write the note yourself. If the matter is urgent, please hand the note to your Class Teacher or the Education Coordinator.
3. Reassure your child that Parents and Teachers will work together to resolve the difficulty.
4. Offer a few basic strategies:
 - ~ Tell the perpetrator to stop.
 - ~ Avoid places where you could be alone with them.
 - ~ Walk away as soon as you can.
 - ~ Tell the Teacher ASAP/a friend may accompany you.

6. The School's response

- **Recipient**

- ~ The family of the recipient notified as soon as possible/by 3.45pm.
- ~ The recipient is given a safe place – right away from the perpetrator.
- ~ The family of the recipient is assured that their child will be protected.
- ~ Teacher/Parent assist the child to understand that it was not the child's fault – 'they did not ask for it'
- ~ Classroom seating is evaluated. The perpetrator is seated away from the recipient – out of his line of sight (threatening looks).
- ~ Vigilance re 'pay back' from perpetrator and cohort.
- ~ All staff informed of recipient's needs via a circulating memo asap.
- ~ Ongoing communication with Parents – for privacy reasons you may not be given details of consequences for the aggressor.
- ~ Consideration of art therapy/counselling.
- ~ A support group may be formed to consider ways of rebuilding the recipient's self-esteem.

- **Perpetrator**

- ~ The bully is told to stop and the unfairness of their actions reflected back to them.
- ~ Their parents are contacted as soon as possible/by 3.45pm that same day and told of the situation.
- ~ As an action of last resort, intended to ensure the safety of all parties, the School may require the Parent to come and pick up the student immediately.
- ~ The student may be asked to stay home for a 'Consideration Day' – an opportunity for the Class/recipient to have a rest, an opportunity for the perpetrator to have time out/reflection time.
- ~ Memo sent to all Teachers asap – Whole School vigilance.

- **Further actions**

- ~ See Breaches of our Code p27

7. Towards renewal – supporting the aggressor

Healing work – the Teacher's path

- Try to understand
 - ~ The child's family situation
 - ~ Recent losses
 - ~ Trauma
- Consider support via
 - ~ Orange Door Tel: 1300 369 146
 - ~ Child checks-in with Principal daily.
 - ~ Counselling for Child/Family
 - ~ Professional Assessment
 - ~ Art Therapy
- Find places/situations in the course of the day where the child can truly be praised for work done well/deeds of care.
- Give opportunity for meaningful work, opportunity to help and re-enter the social web positively
 - eg. sweep stairs – with close supervision, short tasks with the Grounds person.
 - With close supervision/aide, this person may be able to help a younger class/simple task/short visit.
- Seek a way through to the undamaged inner child – this may be a slow process.

• Cyber bullying

1. What is it?

- ~ Cyber bullying is the use of technology to harass, threaten, embarrass, harm, humiliate, ostracise, isolate or target another person
- ~ Like bullying it is based on a power imbalance
- ~ Cyber bullying is far reaching and has an invasive quality.
 - ~ Availability – It can occur anywhere and at anytime.
 - ~ Anonymity – The impression of anonymity in the ‘online world’ leads people to feel less accountable for their actions and provides a false bravado to would-be-bullies.
 - ~ Geography – Rather than being limited to the schoolyard, cyber bullying can operate wherever person uses the internet or mobile phone.
 - ~ Impact – The internet provides the means for ‘bullying’ comments to be available to a wider audience, via social networking sites. The impact caused by these statements is increased many times over.
 - ~ Twisting – A private message or joke that is forwarded on may be twisted to appear offensive or harassing even though that was not the intention of the original sender.
 - ~ Permanence – Verbal comments are fleeting. Online content is tracked and stored and can potentially resurface at any time.
 - ~ Recipients – Anyone can be a victim – Students, Teachers, Parents.

2. Cyber Bullying has many forms

- ~ Embarrassing/threatening text messages.
- ~ Embarrassing/threatening video clips passed on to others.
- ~ Insulting comments put up for others to read.
- ~ Threatening emails – perhaps with a pseudonym.
- ~ Bullying/embarrassment, via chat rooms & instant messaging.
- ~ Pranking – anonymous mocking/threatening phone calls/repeated hang ups
- ~ Sexting
- ~ Spreading rumours online
- ~ Publishing private information online.
- ~ Identity theft – taking the identity of another and sending false messages.
- ~ Exclusion campaigns

3. Fostering Cyber Safety

- ~ Parent education via regular tip sheets in newsletters and via School occasions.
- ~ Student education via sessions with trained facilitator
 - Personal cyber safe practices
 - The nature of cyber bullying
 - The consequences of cyber bullying
- ~ Dissemination of info sheets to students re.
 - Safe practices
 - Where to get help – at school/online.
- ~ No screens to be brought to School unless the Class Teacher is notified. Electronic items are given to Class Teacher upon arrival at School and are returned to student at School closure.
- ~ Regular staff training updates re. cyber dangers
- ~ Whole staff discussion and review of incidents.
- ~ Small groups formed to deal with and monitor incidents - regular College updates
- ~ Directors notified by Principal if the issue concerns a Parent or Staff member.
- ~ Safe practices on our website/Facebook page
 - Parent's permission needed to post a child's photo
 - Children are only referred to by their first names.
 - Any images of children will not be labelled with their name.

4. Class Community message apps

- These apps are a useful tool for Class Communities – they can also be misused.
- Participants – Behaviour expectations
 - Respectful
 - Inclusive
 - Kind
- All families are given the following letter regarding behaviour when they enter the School.



Dear Ghilgai Families

Here are a few guidelines about our Class Parent Communication Groups.

This is a platform to provide a space for families to come together as a community. It allows Parents to coordinate gifts and offerings for special events, and seek and provide support to one another. Your Class Carer will invite you to join when your child enters Ghilgai.

Please reach out with clarifying questions about School communication, events and procedures.

Our Parent Community will do their best to provide answers or direct you to the best point of communication at School.

Please adhere to the following guidelines

- Ensure all communication within this group is respectful and is put forward with an intention of inclusion and kindness.
- Avoid topics that may require broad or extended discussion. If you have a message or question for an individual, please contact them directly rather than within this group platform. Clear and direct communication fosters maximum engagement.
- Our School Community Code of Conduct applies to all environments – on site/off site environments – and the digital environment.
The College of Teachers Executive will be notified immediately of any breaches on via Message Apps and the person/family who breached may be removed from the group without notice.
In extremity the family could be asked to leave the School.
- All concerns related to incidents that take place at School, including social issues, are to be directed to the School.
 - To Class Teacher and/or the Education Coordinator.
 - Via a note or an email edadmin@ghilgai.com.au that summarizes the concerns.
 - The School will respond on the day and provide follow up face to face conversations as needed.
 - The Reception person can pass on your note but is not in a position to assist further. Please be respectful of these limitations.

- Posts or messages that could be reasonably construed as controversial or likely to trigger division are not welcome, and may be considered to breach the Ghilgai Code of Conduct, depending on content.

This Communication Group enables us to develop and sustain a warm and inclusive Class Community that enriches each family, it enables us to grow together within the Ghilgai ethos. Thank you for your support within it.

Ruth Wittig
Education Coordinator

5. The School's Response to Cyber Bullying

- Ghilgai practises zero tolerance of bullying/harassment both in real and virtual environments.
- Our Code of Conduct covers all School related activities which include but are not limited to excursions, camps, or School Community events.
 - We deem that Cyber bullying is a School related activity – because the aggressor is targeting a contact made at School and is thus breaching the trust and respect due to fellow students and their families. Cyber bullying impacts on the Student's wellbeing at School.
 - Because of its capacity to escalate Teachers must inform the Education Coordinator immediately of any incidents of Cyber Bullying.
 - Parents who hear of incidents should contact the Class Teacher/Education Coordinator right away.
- Ghilgai has the same response to virtual harassment/virtual bullying as it does to harassment/bullying in the School environment.
- The College Executive will respond to each incident as it deems appropriate. See Breach of our Code. p27
- This list is not exhaustive.

6. Community resources for Parents

- The e-safety Commissioner provides: (<https://esafety.gov.au/>)
 1. Online safety education for Australian children and young people
<https://esafety.gov.au/education-resources>
 2. A complaints service for young Australians who experience serious cyberbullying
<https://esafety.gov.au/complaints-and-reporting>
 3. Illegal content scheme – addresses illegal online content
<https://esafety.gov.au/complaints-and-reporting/offensive-and-illegal-content-complaints>

- Other Support
 - ~ **iParent**
 - The ever changing nature of the internet can pose challenges for parents. iParent provides online safety resources targeted to the specific needs of parents and carers.
([education-resources/iparent](https://esafety.gov.au/education-resources/iparent))
 - ~ **Removal of offensive material from any communications service**
 - ([complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying](https://esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying))
 - ~ **Report offensive or illegal content**
 - Reports can be made anonymously
([complaints-and-reporting/offensive-and-illegal-content-complaints/report-offensive-or-illegal-content](https://esafety.gov.au/complaints-and-reporting/offensive-and-illegal-content-complaints/report-offensive-or-illegal-content))
 - ~ **Kids Helpline**
 - Kids Helpline (Age 5-25) provides free and confidential online and phone counselling 24 hours a day, 7 days a week on 1800 55 1800

Part 5

Wearable Technology - Watches

We are concerned about children wearing watches at School that

- play videos or games
 - have a camera
 - have a fitness tracker.
 - connect to the internet/social media
-
- We do not want videos at School – content is irrelevant.
 - Students taking photos of others may breach Privacy Standards.
 - A fitness tracker is not necessary. It is a distraction and, in some situations provides opportunity for boasting and put down.

The only acceptable watch for School use has a single function – time keeping.

We ask parents to sign an affirmation regarding wearable technologies, before your child wears their watch to School.

This form is updated annually.



Wearable Technology - Watches

Student: _____ Class: _____

I confirm that my child's watch is simply a time-keeper.

- it does not play videos or games
- it has no camera
- it does not have a fitness tracker
- it cannot access the internet/connect to social media

Parent name & Signature: _____

Date: _____

Thank you for your support.

Ghilgai values your commitment to a safe natural childhood.

Part 6

Digital and Electronic Devices at School

Phones

- No phones at School.
If your child needs to have one for a specific purpose, please write a note to your Class Teacher.
Your child gives the phone to the Class Teacher before School to mind for the day. It will be returned to them at pick up.
- No iPads or tablets.
- No digital/electronic games.
- No remote-controlled toys.

Part 7

Polluting the imagination via explicit imagery

What is it?

- ~ Every child has the right to enjoy the innocence and purity of childhood.
- ~ Any student or person who passes on to others – verbally or visually – unrequested sexual imagery derived from adult literature, age restricted movies/video clips, video games, magazines, or the like, is in breach of this School standard.
- ~ Pedalling sexual imagery can be a subtle form of intimidation “If you tell I won’t be your friend”.....
- ~ It is an act of mental and emotional violation.

Effects

- ~ Such images and their associated language and behaviours can have a polluting, festering and lingering presence in what Steiner Schools deem a sacred realm of childhood – imagination. This is the capacity we use for healthy relationships and future vision.
- ~ Such images may disturb sleep, cause anxiety, and undermine wellbeing.

Our response

- ~ The perpetrator will be told to stop.
- ~ He/she could be withdrawn from peers.
- ~ Parents will be contacted the same day.
- ~ A ‘Consideration Day’ may be given.
- ~ Further options see Breach of Code/p27.
- ~ The School may notify Child Protection.
- ~ The Parents of the recipient will be informed the same day and receive ongoing communication from the School. For privacy reasons, we may not be able to give details of consequences given to perpetrator.
- ~ The Recipient will be supported.

Part 8

Dress Code

- Ghilgai is a place of learning and culture.
- Clothing may have a distracting or counterproductive influence on our children's educational experience at School. It can become a catalyst for peer pressure, an arena for advertising, messages and slogans.
- We do not have a uniform because we want to allow room for individuality to flourish.
- We expect students to wear simple, comfortable clothing in warm, cheerful colours and to keep fashion statements and party wear for special occasions.

Guidelines

- Clothing worn to School must be safe and appropriate for the range of activities that students take part in during the School day.
- It should offer sun protection.
- No logos, photos, advertising, cartoons or characters from media on School clothing.
- Sandals must enclose the feet and provide safe footwear for play. Sturdy flexible footwear is needed on Physical Education days.
- A warm jacket and woollen hat in Term 2 and 3.
- Slippers or oversox for indoor use in winter.
- Hair should be tied back in some way so that it does not impede eyesight and concentration.
- Only sleepers or small studs- no earrings.

- **NO**
 - See-through or revealing clothing including very short dresses, skirts or shorts, low cut tops,
 - Inappropriate clothing - e.g. night wear - underwear as outer garment,
 - Boots or shoes with high platform soles. No raised heels,
 - Thongs or party shoes, shoes with flashing inserts,
 - Black wear,
 - Skull and crossbone, skeleton motifs,
 - Bracelets/necklaces/chunky rings. (Small chains with personal talisman are fine)

- **Hats** – Ghilgai is a Sun Smart School
 - All children require a brimmed hat or legionnaire cap (flap at back) for sun protection.
 - Narrow brims on 'fashion hats' offer no shade to the face and peaked fashion caps are also unsuitable.
 - Hats must be worn in Term 1 & 4.
 - Ghilgai hats may be purchased at Reception – however it is not a requirement that students have the Ghilgai logo on their hats.

Part 9

Protection from Child abuse

- What is Child Abuse?
 - . Physical violence
 - . Sexual offences
 - . Serious emotional & psychological abuse
 - . Serious neglect
 - . Grooming
- Ghilgai has zero tolerance of Child Abuse.
- We have an embedded culture of vigilance. Strong policies and procedures mitigate risk.
- Any concern must reported immediately to any Teacher. This will be followed up immediately by ‘Four Critical Actions to keep a child safe’.
- Our Child Safety and Wellbeing Policy is focused on Child Protection. It is on our website and available on request from Reception.
- For further support regarding concerns about Child Safety/Wellbeing.
Orange Door (Child First) : 1300 369 146
- To report an incident or concern regarding Child Abuse
Child Protection 1300 360 391

“A healthy social life is found only,
when in the mirror of each soul
the whole community finds its reflection,
and when, in the whole community
the virtue of each one is living.”

— Rudolf Steiner

