



**St Margaret's  
Berwick Grammar**  
VIRTUTE ET LABORE

# **Respectful Workplace Policy**

**Staff Employment – Staff Induction**

**Staff Employment**

**St Margaret's Berwick Grammar Respectful Workplace  
Policy – May 2025**

## **Table of Contents**

1. SCHOOL VISION .....	1
2. INTRODUCTION .....	1
3. RELEVANT PRINCIPLES .....	1
4. SCOPE.....	2
5. THE POLICY .....	2
6. ROLES AND RESPONSIBILITIES.....	2
RESPECT@WORK.....	4
7. BULLYING EXPLAINED.....	5
8. DISCRIMINATION EXPLAINED.....	6
9. HOSTILE WORK ENVIRONMENT.....	8
10. PSYCHOSOCIAL HAZARDS IN THE WORKPLACE .....	8
11. SEXUAL HARASSMENT EXPLAINED .....	9
12. VICTIMISATION EXPLAINED .....	10
13. VILIFICATION EXPLAINED .....	10
14. CONSULTATION .....	11
15. RAISING CONCERNS.....	11
16. RESPONDING TO COMPLAINTS OF SEXUAL HARASSMENT.....	11
17. CONSEQUENCES OF BREACH.....	12
18. RELEVANT LEGISLATION .....	12
19. RELATED POLICIES AND RESOURCES.....	12
20. RESOURCES .....	12
21. CONTACT INFORMATION .....	13
22. REVIEW.....	14
23. APPENDIX 1: DEFINITIONS .....	15

### 1. SCHOOL VISION

To encourage children to strive to be their best self, now and in the future, for the betterment of all humanity and the planet.

*We action our Vision through our School's Values*

- **COURAGE** to do the right thing.
- **CURIOSITY** to know and learn.
- **CHARACTER** to be one's best self.
- **RESPECT** to live wisely and compassionately with others and the planet.

Our School values of Courage, Curiosity, Character, and Respect have been developed through engagement with key stakeholder groups (students, parents, staff, alumni and our Council) and sit at the heart of our education community, guiding every aspect of our learning and decision making.

#### **Purpose**

Growing good people in an intellectually rich, supportive and stimulating environment so that they are ready for life.

### 2. INTRODUCTION

This policy aligns with Federal and State laws that prohibit these unacceptable behaviours. The School can be held responsible for the unlawful actions of its employees and agents under these laws.

### 3. RELEVANT PRINCIPLES

This policy is underpinned by the following principles regarding unacceptable behaviours.

Serious	Concerns or complaints are serious and will be treated as such.
Prompt	Concerns or complaints will be dealt with promptly.
Impartiality	The School will act impartially when dealing with concerns or complaints.
Confidentiality	Concerns or complaints will be treated confidentially, as far as is possible, provided that maintaining confidentiality does not compromise the School's ability to collect information during an investigation or to conduct an investigation.
Support	The School will inform anyone involved in a complaint management process about the support services available at the School, including access to any employee assistance program (EAP). <sup>1</sup>

<sup>1</sup> **Access EAP** – Access EAP is a leading Employee Assistance Programs (EAP) provider in Australia. For urgent counselling requests, please call **1800 81 87 28**. Access EAP offers a confidential appointment with a counsellor.

Breach of this policy	Staff found to have breached this policy may face disciplinary action (up to and including termination of employment / engagement).
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#### 4. SCOPE

This policy applies to all Council members, the Principal, employees, volunteers, contractors, and other authorized personnel working at the School or at School-organised events and activities. Collectively, these individuals are referred to as 'staff' in this policy.

The policy applies to all staff throughout their employment or engagement, both on and off the School grounds, and beyond operating hours.

It covers situations where staff are:

- on School grounds.
- at School-related activities and events (e.g., speech nights, parent-teacher conferences, camps).
- representing the School, whether off-campus or online.
- traveling to and from the School and off-site activities.
- wearing School logos or uniforms, including name badges.
- upholding the School's or a teacher's legal duty of care to students.
- engaging in behaviour that could reasonably be seen to affect student or staff health and safety, relationships, perceptions of professionalism, or the School's reputation.

Different procedures may apply to contractors, volunteers, and other community members. However, the process for raising concerns outlined in this policy can be used to report issues involving these individuals.

#### 5. THE POLICY

St Margaret's Berwick Grammar is committed to creating a respectful and safe workplace for all staff. The School has no tolerance for bullying, discrimination, sexual harassment, or any behaviour that creates a hostile environment. We promote social cohesion, fairness, diversity, inclusion, and psychological safety for all our staff.

To ensure this:

- We do not accept unacceptable behaviour.
- Recruitment and selection are based solely on merit.
- We support a workplace free from harmful behaviours including psychosocial hazards in the workplace.
- We regularly review and update measures to prevent such behaviours.
- We take concerns about unacceptable behaviour seriously and handle them with respect.

#### 6. ROLES AND RESPONSIBILITIES

**The Principal** is ultimately responsible for ensuring that formal complaints about unacceptable behaviours, (other than those concerning the Principal), are handled in accordance with this policy.

The **Associate Principal, the Director of Business Operations the Risk and Compliance Manager** will assume a key advisory role providing the Principal, and members of the Executive Team with timely advice in relation to industrial and employee relations for school staff (ELC-12).

### **The Executive Leadership Team**

The Associate Principal, the Head of the Junior School, the Director of the Early Learning Centre, the Director of Business Operations, and other Executive Leadership Team members ensure compliance with this policy in their areas. They should model appropriate leadership behaviours and promptly address any policy breaches they observe.

### **The Executive Leadership Team must**

- Take reasonable care of their own wellbeing.
- Ensure that they demonstrate a genuine commitment to managing psychosocial hazards and risks and make it a part of the agenda at Exec meetings.
- **In consultation with the workforce**, identify and assess psychosocial risks in their context, design and implement controls to reduce or eliminate potential risks to the mental health of the workforce to the extent reasonably practicable and provide mental health support resources and training.
- conduct regular psychosocial risk assessments to regularly monitor and review processes.
- communicate findings and actions from risk assessments appropriately
- stay informed about their legal duties and assist in keeping the workforce informed about their legal duties.
- be proactive and introduce meaningful action to prevent relevant unlawful conduct from occurring in the workplace or in connection to work.
- foster a supportive workplace culture.
- report psychosocial hazards.
- participate in training and risk assessments.

Staff play a crucial role in preventing unacceptable behaviours. They must care for their own health and safety and that of others, comply with this policy, and avoid engaging in or encouraging unacceptable behaviours.

### **Staff should**

- Take reasonable care of their own wellbeing.
- Report psychosocial hazards.
- Participate in training and risk assessments.
- Follow risk assessment controls.
- Foster a supportive workplace culture.

In practice, staff are expected to:

- Treat others with dignity, courtesy, and respect.
- Consider how their behaviour may be perceived by others.
- Act as upstanders by reporting unacceptable behaviours according to this policy.
- Show accountability and insight when concerns are raised about their behaviour and cooperate with the School's processes.

- Not make frivolous or vexatious complaints about unacceptable behaviours.

## ***RESPECT@WORK***

### ***Responsibilities of Employers***

St Margaret's Berwick Grammar is committed to actively preventing workplace sexual harassment and discrimination. The School will take proactive and meaningful action to prevent workplace sexual harassment, sex discrimination, sex-based harassment, and conduct that amounts to subjecting a person to a hostile workplace environment on the ground of sex and victimisation.

From December 2022 there is a positive duty on employers to prevent workplace sexual harassment, sex discrimination and victimisation. The Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022 (Cth) amended the Sex Discrimination Act 1984 (Cth) introducing a positive duty on employers and PCBU's to eliminate:

- Workplace sexual harassment, sex discrimination and sex-based harassment.
- Conduct that amounts to subjecting a person to a hostile workplace environment on the grounds of sex and
- certain acts of victimisation.

Regulatory powers have been placed on the **Australian Human Rights Commission** to investigate and enforce compliance with this positive duty.

St Margaret's Berwick Grammar undertakes to regularly review employees to discover and deal with any signs of sexual harassment in the workplace by

- Conducting a Skodel survey of all staff.
- Holding focus groups of key staff.
- Conducting professional learning for members of the Executive Team and others on aspects of this policy and
- Adding this as a regular agenda item on the Staff Consultative Committee meetings.

### ***Council Responsibilities in the Prevention of Sexual Harassment in the Workplace***

Sexual harassment should not be seen as an individual problem. It is the Council's responsibility to prevent and address sexual harassment.<sup>2</sup> It is the Director's duty and the officers' duty to eliminate the risk as far as practicable. This means identifying hazards, assessing risks and taking steps to control the risks so as to prevent the conduct and regularly reviewing progress.

The Council has the following responsibilities.

- Set minimum expectations by ensuring that there is a policy in place and all staff are aware of it.
- Talk about sexual harassment often.
- Scrupulously model appropriate behaviour.
- Recruit the right leaders and hold them to account.
- Encourage reporting and ensure that there is no backlash for doing so.
- Monitor regularly.

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<sup>2</sup> A Director's Guide to preventing and responding to sexual harassment at Work © Australian Institute of Company Directors 2020.

- Manage risks.
- Build a just, respectful and safe culture.

### ***Safety Leadership and Culture***

Committed leadership and culture provides an environment where employees feel safe to raise concerns and are confident those concerns will be addressed in a fair and timely manner. Active and visible commitment to the prevention and management of psychosocial hazards from the top down is critical.

#### **In particular leaders should take responsibility for:**

- Setting and enforcing health and safety objectives and accountabilities.
- Ensuring effective health and safety systems of work are in place and used to identify and control risk.
- Allocating resources to the prevention and management of work-related stress.
- Role modelling compliance with policies and other desired behaviours.

#### **Common features of workplaces that prioritise safety include:**

- Leaders, managers, and supervisors who know employers have health and safety duties under the OHS Act and are vocal and proactive in promoting employee safety.
- Leaders, managers, and supervisors who commit to seeking out and implementing new and improved ways of doing things.
- Providing rewards and recognition for employees who prioritise safety.
- Establishing consequences for employees who do not prioritise safety.
- Providing genuine opportunities for employees to raise issues and have input into decision-making.
- Clear roles and responsibilities for employees.
- Encouragement for teams to work well together and with other groups across the organisation, to solve problems and get work done.
- Ensuring employees have or are provided with the skills, knowledge and support they need to do their work safely.

## **7. BULLYING EXPLAINED**

### ***What is bullying?***

Bullying is repeated unreasonable conduct directed at a person or group of people that creates a risk to health and safety. That risk may be to a person's physical health or to their mental health. Bullying can occur in person, or through other forms of communication (including online).

- The School has a duty under workplace health and safety laws to eliminate or minimise, as far as is reasonably practicable, the risks to health and safety in the workplace. This includes the risks associated with bullying.
- Some behaviour, which might constitute bullying, may also amount to a criminal offence (such as physical assault, threats, or stalking), and may be reported to the police.

### ***Examples of bullying behaviours include:***

- Assigning meaningless tasks unrelated to the job.
- Deliberately withholding work or information that is vital for effective work performance.
- Excluding or isolating workplace participants.
- Initiation rites.
- Intimidation.
- Manipulation.
- Physical violence or threats.
- Practical jokes.
- Psychological harassment.
- Teasing, ridicule, and belittling remarks.
- Undermining and discrediting.
- Unjustified criticism.
- Verbal abuse.

Bullying may also constitute unlawful discrimination if a person or group of people is targeted because of a protected attribute. While bullying involves repeated conduct, the School's expectation is that employees also refrain from one-off instances of bullying behaviour.

***What is not bullying?***

- Differences of opinion and disagreements are not regarded as bullying.
- Reasonable management action carried out in a reasonable manner does not constitute bullying. Management is entitled to direct work, issue instructions, provide feedback, and take disciplinary action in a reasonable manner.
- Reasonable management action can include:
  - performance management and disciplinary processes.
  - the reasonable allocation, monitoring, and management of work.
  - setting reasonable deadlines, goals, and standards.
  - making reasonable decisions about promotions, transfers, restructures, and other organisational change; and
  - providing constructive criticism.

## **8. DISCRIMINATION EXPLAINED**

***What is discrimination?***

Under State and Federal law, it is unlawful to discriminate against someone in their employment or the provision of services because of a protected attribute. Limited exceptions to the law may apply.

- Discrimination can be classified as either direct discrimination or indirect discrimination.
- **Direct discrimination** means treating someone with a protected attribute less favourably than a person without that attribute in the same or similar circumstances.
- For example, direct discrimination could occur if the School refused to transfer a suitably qualified teacher to the role of Japanese Teacher because they were not ethnically Japanese, and instead hired a less qualified person with a Japanese ethnic background.



- Direct discrimination may also include making assumptions about what a person with certain personal attributes, such as a disability, is able or unable to do.
- **Indirect discrimination** occurs if a person imposes, or proposes to impose, an unreasonable requirement, rule, condition, or practice that has, or is likely to have, the effect of disadvantaging a group of people with a particular attribute.
- For example, a policy which states that only full-time workers will be promoted could indirectly discriminate against people with carer or parental responsibilities.

***A protected attribute includes:***

- Age.
- Breastfeeding.
- Colour.
- Family responsibilities.
- Gender identity.
- Gender.
- Impairment or disability.
- Intersex status.
- Irrelevant criminal or medical record.
- Lawful sexual activity.
- Marital or relationship status.
- Nationality.
- Parental status.
- Participation in lawful industrial activity.
- Physical features.
- Political belief or activity.
- Pregnancy.
- Race.
- Religious belief or activity.
- Sexual orientation.
- Social origin.
- Association with a person identified by one of the above grounds.

***Examples of conduct that may amount to discrimination include:***

- Refusing to hire someone because you disagree with their political or religious beliefs.
- Using stereotypes about disabled persons to guide decisions about what an employee can achieve, or what work the employee should be given.
- Criticising an employee's commitment to their job because they work flexible hours to care for their children.
- Denying promotion opportunities to staff members based on age or gender.

- Making offensive jokes or comments about another worker's racial or ethnic background, gender, sexual preference, age, disability, or physical appearance; or
- Denying further training to employees because of impairment.

The School has a positive obligation to take reasonable and proportionate steps to prevent unlawful discrimination.

## 9. HOSTILE WORK ENVIRONMENT

It is unlawful to subject another person to a hostile work environment on the ground of sex, and to do so is unacceptable behaviour.

***A person will be found to have subjected a person to a hostile work environment where:***

- the conduct occurs at the School.
- the person is at the School workplace at the same time as or after the conduct occurs; and
- a reasonable person would expect that the conduct would result in the person's workplace environment being offensive, intimidating or humiliating to the other person because of:
  - that person's sex.
  - a typical characteristic of their sex (e.g. that women use sanitary items for menstruation); or
  - a characteristic that is attributed to persons of that sex (e.g. that women have greater domestic/carer responsibilities than men).

The following factors will be considered when determining if behaviour creates a hostile work environment include:

- the seriousness of the conduct.
- whether the conduct was continuous or repetitive.
- the role, influence or authority of the person engaging in the conduct; and
- any other circumstances which may be relevant.

An important distinguishing feature of this behaviour from sexual harassment is that this conduct does not need to be directed at a specific person, it needs only to result in an offensive, intimidating, and humiliating workplace environment for people of a certain sex.

***Examples of what might constitute conduct that creates a hostile work environment include:***

- displaying pornographic material.
- general sexual banter.
- making sexist comments or telling offensive jokes that reinforce stereotypes (for example, the strength of women versus men).

## 10. PSYCHOSOCIAL HAZARDS IN THE WORKPLACE

St Margaret's Berwick Grammar aims to create a supportive work environment by fostering open and clear communication to promote psychosocial wellbeing.

**Psychosocial hazards** are aspects of work design or management that increase the risk of stress and can cause psychological or physical harm. Examples include:

- Poor support from supervisors
- High job demands

Employees might face a mix of these hazards, which can be constant or occasional. The risk of stress is higher when multiple hazards combine, so it's important to address them together rather than individually.

To protect mental health, we use risk management strategies to minimize the negative impact of the workplace on employees. The specific hazards and control measures will vary depending on the work environment and job nature.

***Common psychosocial hazards include <sup>3</sup>:***

- job demands.
- low job control.
- poor support.
- lack of role clarity
- poor organisational change management.
- inadequate reward and recognition
- poor organisational justice.
- traumatic events
- remote or isolated work.
- poor physical environment.
- violence and aggression.
- bullying
- harassment including sexual harassment
- the presence of other psychosocial hazards (workers are much more likely to be uncivil when they are stressed).

## **11. SEXUAL HARASSMENT EXPLAINED**

Under Federal and State law, it is unlawful to engage in sexual harassment. Sexual harassment is unacceptable and can also be serious misconduct warranting summary dismissal under the Fair Work Regulations 2009 (Cth). In some circumstances, sexual harassment can amount to criminal conduct.

***Sexual harassment occurs where a person:***

- Makes an unwelcome sexual advance to another person.
- Makes an unwelcome request for sexual favours to another person; or
- Engages in any other unwelcome conduct of a sexual nature to another person,

In circumstances where a reasonable person would have anticipated that the other person would be offended, humiliated, or intimidated.

Sexual harassment (which has a connection to work) includes circumstances where the offending conduct does not occur on School Grounds and the conduct is directed towards staff and prospective employees.

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<sup>3</sup> Managing Psychosocial Hazards at Work Code of Practice Safe Work Australia © July 2022. Some of these examples may not create psychosocial hazards on their own but may do so if combined with other hazards.

***Examples of sexual harassment may include:***

- Demands for sexual favours.
- Displaying, sending, emailing, or downloading sexual content.
- Gender based insults.
- Jokes and innuendo.
- Offensive or demeaning comments.
- Questions, remarks or insinuations about a person's sexual activities or private life.
- Sexually explicit conversations.
- Staring.
- Unwelcome physical contact (e.g. kissing, touching, patting, or brushing against a person).

A single act or continuing course of conduct may constitute sexual harassment.

Sexual harassment only captures unwanted conduct. However, unwanted conduct of a sexual nature, even if it is intended in a friendly or humorous way, can be sexual harassment.

## **12. VICTIMISATION EXPLAINED**

***Victimisation occurs when a person treats another person unfairly because:***

- that person, or someone associated with that person, has made, or intends to make, a complaint about unacceptable behaviours.
- that person is assisting a person in making a complaint about unacceptable behaviours; or
- that person is assisting the School in investigating a complaint (for instance, by acting as a witness or giving evidence regarding a complaint); or
- that person has exercised their rights under an equal opportunity law.

***Examples of what might constitute victimisation include:***

- an employee being moved to a position with less responsibilities while their complaint of sexual harassment is being considered.
- an employee being bullied or ostracised by other employees because they have or intend on making a complaint of sexual harassment.
- an employee being denied a development opportunity because they have lodged a complaint.
- It is also victimisation to threaten someone (such as a witness) who may be involved in investigating a concern or complaint. A threat may be expressed or implied.

## **13. VILIFICATION EXPLAINED**

Vilification is behaviour that incites hatred against, serious contempt for, or revulsion or severe ridicule of a person or group of people because of their race or religion. This includes spoken, written, online or physical behaviour towards a particular race or religious group that encourages others to ridicule them, be hateful or violent towards them, damage their property, or make false claims against them.

- It is unlawful to vilify another person or group of people, or to give permission or help someone to vilify others, for example, by publishing or distributing information about them.
- Some behaviour may not be vilification, if it is reasonable and done in good faith, such as publishing a media report about racist behaviour. Some comments or jokes about a person's race, or religion, may not be vilification, but they could still be discriminatory if they happen at work.

#### 14. CONSULTATION

Employers must so far as reasonably practicable consult with employees and any health and safety representatives on health and safety matters, including for example when identifying or assessing hazards or risks and when making decisions about measures to control risks to health or safety, including the risk of health-related stress.

#### 15. RAISING CONCERNS

This policy is designed to be used in conjunction with the Complaints and Grievances Policy - Staff which outlines both the guiding principles and process involved when reporting alleged breaches of this policy or making a complaint under this policy.

The School encourages early intervention and resolution of concerns raised under this policy. The School expects staff to report any conduct where they have observed another person has been exposed to or is engaging in conduct that may be in breach of this policy.

There are several options available to the staff member raising concerns under this policy:

- an informal resolution.
- informal discussions with a facilitator.
- mediation with an internal or external mediator.
- a formal complaint

**Note:** A formal complaint should be a last resort and should be lodged in writing with the Principal. If an employee chooses this option, the Principal will almost certainly require an internal or external investigation to be commenced as soon as possible.

#### 16. RESPONDING TO COMPLAINTS OF SEXUAL HARASSMENT

St Margarets Berwick Grammar will follow the following procedure(s) if a complaint of sexual harassment is received. Complaints should be directed to the Principal.

- Listen to the complainant's story.
- Assess the situation to determine if immediate action is necessary.
- Provide information, referrals, and options to the complainant.
- Decide whether to informally resolve the matter or investigate. This will depend on
  - the seriousness of the allegation.
  - the wishes of the complainant.
  - the health, safety and wellbeing of the complainant and other workers.
  - the outcomes sought and any legal obligations.
- Formally investigate the matter (with the complainant's consent as appropriate) <sup>4</sup>.
- Take action to resolve the complaint. Actions taken could include
  - a change to working hours or locations.
  - an apology by the respondent.
  - an agreement on protocols to manage the relationship moving forward.

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<sup>4</sup> The investigator can be an in-house or externally engaged person. The investigator should be impartial, objective and have the necessary skills to conduct the investigation.

- refresher sexual harassment prevention training.
- coaching or performance counselling of the respondent.
- disciplinary action such as a formal warning, suspension, or dismissal.

## 17. CONSEQUENCES OF BREACH

Any employee found to be in breach of the requirements of this policy may be subject to disciplinary action, up to and including termination of employment. Employees should refer to the Performance and Conduct Management Policy (under review) for further information.

## 18. RELEVANT LEGISLATION

*Age Discrimination Act 2004 (Cth)*

*Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022 (Cth)* <sup>5</sup>

*Australian Human Rights Commission Act 1986 (Cth)*

*Crimes Act 1958 (Vic)*

*Disability Discrimination Act 1992 (Cth)*

*Equal Opportunity Act 2010 (Vic)*

*Fair Work Act 2009 (Cth)*

*Occupational Health and Safety Act 2004 (Vic)*

*Racial and Religious Tolerance Act 2001 (Vic)*

*Racial Discrimination Act 1975 (Cth)*

*Sex Discrimination Act 1984 (Cth)*

*Workplace Gender Equality Act 2012 (Cth)*

## 19. RELATED POLICIES AND RESOURCES

This policy should be read in conjunction with other School policies and procedures.

Complaints and Grievances Policy - Staff

Occupational Health and Safety Policy

Performance Management Policy and Flowchart (under development)

## 20. RESOURCES

**A Director's Guide to Preventing and Responding to Sexual Harassment at Work © Australian Institute of Company Directors 2023.**

**Guideline – Preventing and Responding to Workplace Sexual Harassment © Victorian Equal Opportunity and Human Rights Commission**

**ISO 45003:2021 Guidelines for Managing Psychosocial Health and Safety at Work**

Managing Emerging Psychosocial Risk in the Workplace – Psychosocial Risk Whitepaper © 2023 Pan Software Pty Ltd

**Managing Psychosocial Hazards at Work Model Code of Practice – Safe Work Australia © July 2022**

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<sup>5</sup> The *Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022 (Cth)* amended the *Sex Discrimination Act 1984 (Cth)*, introducing a positive duty on employers to eliminate workplace sexual harassment, sex discrimination and sex-based harassment:

**Preventing and Managing Work Related Stress: A guide for Employers** © WorkSafe Victoria Feb 2021

**Preventing and Responding to Workplace Sexual Harassment** <sup>6</sup>

**Respect@Work – Creating, safe, inclusive, and respectful workplaces.**

**Respect@Work: Sexual Harassment National Inquiry Report (2020)**

Safe Work National Model

## **21. CONTACT INFORMATION**

This policy was developed by the Risk and Compliance Manager (email: [compliance@smbg.vic.edu.au](mailto:compliance@smbg.vic.edu.au) or [mcguinnessm@smbg.vic.edu.au](mailto:mcguinnessm@smbg.vic.edu.au)). Any questions or queries about this policy should be directed to them in the first instance.

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<sup>6</sup> Complying with the Equal Opportunity Act 2010 (Vic)

## **22. REVIEW**

Document Owner	The Principal
Approved by Principal	November 2024
Published – Nexus	March 2025
Next Review	November 2027



### 23. APPENDIX 1: DEFINITIONS

See table below.

Term	Definition
Bullying	Bullying is repeated unreasonable conduct directed at a person or group of people that creates a risk to health and safety. That risk may be to a person's physical health or to their mental health. Bullying can occur in person, or through other forms of communication (including online).
Direct Discrimination	<b>Direct discrimination</b> means treating someone with a protected attribute less favourably than a person without that attribute in the same or similar circumstances
Health	Health is not only an absence of disease but also a state of complete physical, mental and social wellbeing.
Hostile Work Environment	An important distinguishing feature of this behaviour from sexual harassment is that this conduct does not need to be directed at a specific person, it needs only to result in an offensive, intimidating, and humiliating workplace environment for people of a certain sex.
Inadequate recognition and reward	Jobs where there is an imbalance between workers' effort and recognition or rewards, both formal and informal.
Indirect Discrimination	<b>Indirect discrimination</b> occurs if a person imposes, or proposes to impose, an unreasonable requirement, rule, condition, or practice that has, or is likely to have, the effect of disadvantaging a group of people with a particular attribute.
Job demands	Sustained or intense high levels of physical, mental or emotional effort which are unreasonable or chronically exceed worker's skills, or sustained low levels of physical, mental or emotional effort. A job can include periods of high and low job demands. A job can also involve a combination of low or high mental, emotional and physical demands.
Lack of role clarity	Unclear, inconsistent or frequently changing roles, responsibilities or expectations. Lack of important job-related information.
Low job control	Having little or no control or say over the work or aspects of the work including how or when the job is done.
Poor organisational change management	Organisational change management that is poorly planned, communicated, supported or managed.
Poor organisational justice	Poor organisational justice involves a lack of procedural justice (fair processes to reach decisions), informational fairness (keeping people informed) or interpersonal fairness (treating people with dignity and respect).

Term	Definition
Poor physical environment	Exposure to unpleasant, poor quality or hazardous working environments or conditions.
Poor support	<ul style="list-style-type: none"> <li>Inadequate support, including insufficient support from supervisors or other workers.</li> <li>Not having the resources, they need to do the job or support work performance.</li> </ul>
Psychosocial hazards	Psychosocial hazards are hazards in the design or management of work that increase the risk of work-related stress and can lead to psychological or physical harm. <sup>7</sup>
Remote or isolated work	<ul style="list-style-type: none"> <li>Work that is isolated from the assistance of other persons because of the location, time or nature of the work.</li> <li>Working in environments where there are long travel times, poor access to resources or communications that are limited and difficult.</li> </ul>
Respect@Work	<p>From December 2022 there is a new positive duty on employers to prevent workplace sexual harassment, sex discrimination and victimisation. The Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022 (Cth) amended the Sex Discrimination Act 1984 (Cth) introducing a positive duty on employers and PCBU's to eliminate:</p> <ul style="list-style-type: none"> <li>Workplace sexual harassment, sex discrimination and sex-based harassment.</li> <li>Conduct that amounts to subjecting a person to a hostile workplace environment on the grounds of sex and</li> <li>Certain acts of victimisation.</li> </ul>
Sexual Harassment	<p>Sexual harassment occurs where a person:</p> <ul style="list-style-type: none"> <li>Makes an unwelcome sexual advance to another person.</li> <li>Makes an unwelcome request for sexual favours to another person; or</li> <li>Engages in any other unwelcome conduct of a sexual nature to another person,</li> </ul> <p>in circumstances where a reasonable person would have anticipated that the other person would be offended, humiliated, or intimidated.</p> <p>Sexual harassment (which has a connection to work) includes circumstances where the offending conduct does not occur on School Grounds and the conduct is directed towards staff and prospective employees.</p>
Stress	<ul style="list-style-type: none"> <li>Stress is a consequence of being exposed to actual or threatened death, physical injury, sexual violence or repeated exposure to traumatic experiences or events.</li> </ul>

<sup>7</sup> Preventing and Managing Work- Related Stress: A guide for employers © WorkSafe Victoria 2021 page 1

Term	Definition
	<ul style="list-style-type: none"> <li>Stress is an outer source that exerts control over inner feelings. It comes into effect when a person realises that they do not possess the personal resources necessary to deal with the demands of a particular situation. (risk factors - job demands, low job control, poor job support, lack of role clarity, poor physical environment).</li> <li>Stress should be regarded as situational and an individual reaction.</li> </ul>
Traumatic events or materials	Witnessing, investigating or being exposed to traumatic events or material. A person is more likely to experience an event as traumatic when it is unexpected, is perceived as uncontrollable or is the result of intentional cruelty.
Victimisation	<p>Victimisation can be unlawful, and occurs when a person treats another person unfairly because:</p> <ul style="list-style-type: none"> <li>that person, or someone associated with that person, has made, or intends to make, a complaint about unacceptable behaviours.</li> <li>that person is assisting a person in making a complaint about unacceptable behaviours; or</li> <li>that person is assisting the School in investigating a complaint (for instance, by acting as a witness or giving evidence regarding a complaint); or</li> <li>that person has exercised their rights under an equal opportunity law.</li> </ul>
Vilification	Vilification is behaviour that incites hatred against, serious contempt for, or revulsion or severe ridicule of a person or group of people because of their race or religion. This includes spoken, written, online or physical behaviour towards a particular race or religious group that encourages others to ridicule them, be hateful or violent towards them, damage their property, or make false claims against them.
Workplace Stress	<p>Stress comprises harmful physical and emotional effects that occur when job requirements do not meet the capabilities, resources and needs of workers</p> <p>(risk factors - job demands, poor job control, low job support, lack of role clarity, poor physical environment).</p>