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Approved by Leadership Team
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ANTI-BULLYING AND HARASSMENT POLICY

1. POLICY DETAIL

1.1 PURPOSE

This policy has been developed to:

1.2 LINKS TO DfE POLICY

2. DEFINITIONS OF BULLYING

A national definition of bullying has been endorsed by the Education Council.

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.

It is important to understand the characteristics that set bullying apart from other forms of student conflict. While student conflict can cause great distress, strategies designed to address bullying may be different from those to manage non-bullying behaviours.

Bullying has three main characteristics:

1. It involves a misuse of power in a relationship

Conflict or fights between equals are not defined as bullying; bullying occurs in a situation of an imbalance of power. A power imbalance may arise from: the context (e.g. a number of children acting against one child); assets (e.g. access to a weapon); or from personal characteristics (e.g. being more developmentally advanced, or socially skilled).

2. It is ongoing and repeated

A single incident of misbehaviour is generally not defined as bullying. However, schools will take steps to address and respond to isolated incidents of misbehavior.

A single act by a single person may be considered to be “bullying” if the behaviour is within a series of behaviours by other people that misuse power and result in harm. A single act may also be considered bullying if it can be shared online or through technology to a wide audience, or repeated via multiple viewings.

3. It involves behaviours that can cause harm

Bullying can cause physical and/or psychological harm.

Physical harm can include injury to a person or theft of, or damage to, their belongings.

Psychological harm can include anxiety, school avoidance and disengagement, isolation and depression. Psychological harm can have both short-term and long-term effects. The extent to which a person experiences psychological harm will depend upon their own personal resources and the support system that is available to them from family, school and friends.

The fear of being bullied can be enough to trigger psychological harm. A person who has not experienced bullying directly but has witnessed it can experience psychological harm even though they are not the direct target of the bullying behaviour.

Some examples of types of bullying include:

Physical: hitting, kicking, tripping, pinching, pushing or damaging or stealing belongings.

Verbal: verbal abuse, name calling, insults, teasing, intimidation, or threats. Verbal abuse can relate to a person's physical characteristics (e.g. weight or height) or other attributes such as race, sexuality, Culture or religion: Verbal bullying can occur in a face to face setting, online or both.

Social: social exclusion, lying, spreading rumours, unwelcoming facial expressions or body language, menacing and contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, or damaging someone's social reputation or social acceptance (e.g. sharing information or images that will have a harmful effect on the other person). Social bullying can occur in a face to face setting, online or both.

Cyber: Cyberbullying (sometimes called online bullying) is bullying that is carried out through information and communication technology, including the internet (e.g. on social media sites) and on mobile devices. Examples include communications that intimidate, manipulate, put down, threaten or humiliate others. Cyberbullying includes behaviour such as:

- abusive texts and emails
- hurtful messages, videos and images (including images that have been manipulated/edited)
- intimidating others online
- excluding others online
- nasty online gossip
- distributing personal images and videos without consent

Harassment, discrimination and violence

Bullying, harassment, discrimination and violence all create or contribute to negative environments where children can feel unsafe and are unable to reach their full potential. The relationships between bullying, harassment, discrimination and violence can be complicated.

Harassment: is behaviour that targets an individual or group due to their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; ability or disability. It offends, humiliates, intimidates or creates a hostile environment. It may be: an ongoing pattern of behaviour or a single act; directed randomly or towards the same person(s); intentional or unintentional.

Discrimination: occurs when people are treated less favourably than others because of their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; age; ability or disability. Discrimination interferes with the legal right of all people to be treated fairly and have the same opportunities as everyone else.

Violence: is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

It is important to remember that bullying and violence are not the same issue. Violence can be an aspect of bullying. If bullying can be addressed in its earlier stages then many instances of violence can be prevented.

It is important that bullying and violence are treated as separate issues with their own responses, but both issues are as important as each other and both can have a devastating effect on children and the school community.

Behaviour that constitutes a criminal offence will be reported to South Australia Police.

OUR BULLYING PREVENTION APPROACH

Our bullying prevention approach is informed by the Australian Student Wellbeing Framework.

Our school's approach to behaviour is modelled by all staff and sets out everyone's expectations for a safe, inclusive and supportive learning environment.

We provide an inclusive and supportive learning environment that is safe from bullying for all children and young people by:

1. Modelling and promoting positive behaviour.

Key action areas:

- 1.1 Create a welcoming and inclusive environment for all children and young people, parents/carers and staff.
- 1.2 Establish a clear understanding of our roles and responsibilities in promoting a safe school environment and responding to incidents of bullying.

2. Explicitly teaching respectful behaviours and expectations about bullying in the classroom.

Key action areas:

- 2.1 Provide professional development and training for staff to effectively respond to bullying.
- 2.2 Embed bullying prevention skill development across curriculum areas and year levels, including the identification of, responding to and reporting bullying and cyberbullying.

3. Intervening in specific incidents of bullying or observed bullying behaviour.

Key action areas:

- 3.1 Ensure all staff take bullying seriously and are confident to respond to reports of bullying or observed bullying behaviours.
- 3.2 Implement fair and consistent responses to bullying or suspected bullying.
- 3.3 Ensure bullying incidents are clearly documented and follow up procedures are in place when working to resolve incidents of bullying.

4. Working with parents/carers, families, service providers and the community to address bullying.

Key action areas:

- 4.1 Encourage parents/carers to actively participate in school-led activities that promote safety and wellbeing.

5. Providing visible and consistent responses to bullying that foster trust and confidence in the school community.
Key action areas:
 - 5.1 Clearly/regularly communicate the definition of bullying and cyberbullying to all children and young people, parents/carers and staff.
 - 5.2 Regularly monitor and review bullying prevention and intervention strategies and actions to ensure that children and young people's needs are being met.
 - 5.3 Develop, implement and communicate clear procedures for children and young people to report bullying in a safe manner.
 - 5.4 Clearly communicating the complaints resolution process to parents/carers and children and young people using a range of methods.

6. Repairing and restoring relationships that have been harmed by bullying.
Key action areas:
 - 6.1 Develop solutions to bullying incidents in collaboration with children and young people, staff and parents/carers.

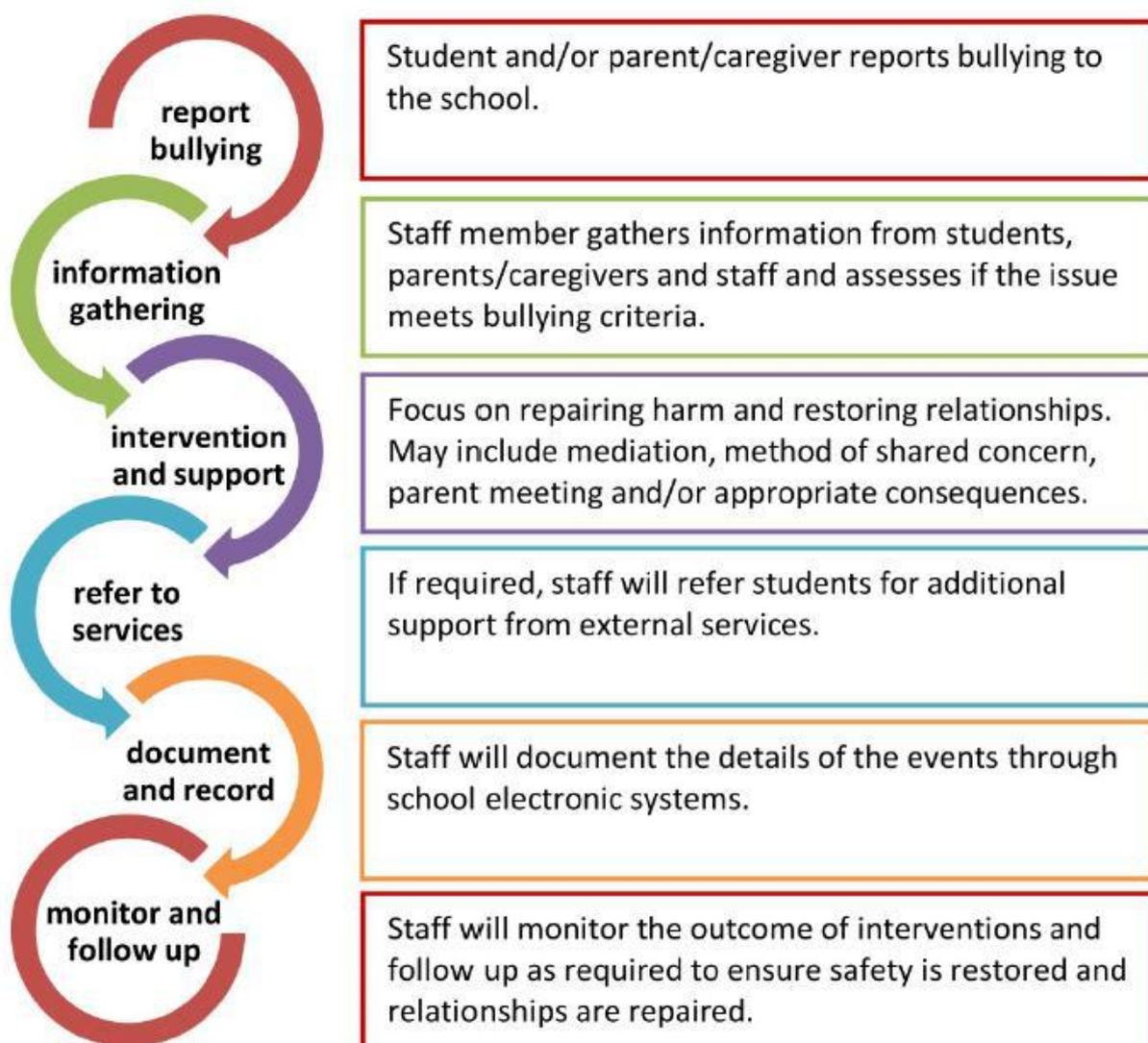
7. Establishing safety and wellbeing.
Key action areas:
 - 7.1 Develop and promote inclusive practices that ensure that children and young people who may experience marginalisation feel safe and supported. Children and young people may be marginalised on the basis of, but not limited to: culture, race, ethnicity, disability, socioeconomic status, trauma and sexual and/or gender diversity.
 - 7.2 Respond in appropriate ways to address discrimination, harassment and violence including reporting potential criminal matters to South Australia Police.
 - 7.3 Ensure procedural responses to bullying are followed to restore the safety and wellbeing of children and young people and staff.

BULLYING REPORTING AND RESOLUTION PROCESS

We will work with children and young people, parents/carers to resolve bullying issues. Where required, we will access internal departmental services and external organisations to provide specialist advice, counselling and support to respond to bullying.

All reports of bullying will be taken seriously and responded to in a planned and timely manner. Life threatening, significant harm or criminal behaviour issues will be addressed immediately by the principal or leadership team; matters of a potential criminal nature will be referred to South Australia Police.

Our responses will place paramount importance on restoring a safe and positive learning environment for all staff and children and young people.



1. Reporting bullying

Children and young people and parents/carers can report bullying to:

- Principal
- Deputy Principal
- Student Wellbeing Leader
- Home Group Teacher
- Classroom Teacher

Incidents of bullying can be reported in the following ways:

- Over email
- Face-to-face
- Over the phone
- Through our app
- Schedule a meeting

As much information as possible should be provided in the report and may include, but not be limited to the following:

- Who was involved, including the person(s) engaging in the bullying behaviour, the person(s) to whom the behaviour was directed and any witnesses
- Date(s)/times(s) of the behaviour(s)
- Location of where the incident(s) took place, including for example social media sites
- Description of the behaviour(s)
- Information about any intervention in the behaviour
- What led up to and what occurred after the incident

2. Information gathering

Staff member/s responsible for responding to bullying incidents may gather relevant information and documentation from:

- Children and young people
- Parents/carers
- Staff
- Any other involved person

3. Intervention and support

If the incident meets the definition of bullying and does not pose an immediate risk to student or staff safety, the following interventions and supports may be provided for children and young people directly involved in bullying incidents:

- Restorative practices, including the facilitation of an apology
- Method of Shared Concern / Support Group Method of intervention
- Parent meeting
- School-based consequences
- Student safety action plan
- Yard interventions (identified play areas / activities, additional supervision)
- Mediation

The intervention and support methods focus on repairing harm and restoring relationships and can happen alongside broader proactive steps and strategies to prevent bullying from reoccurring.

4. Refer to services

Children and young people may be able to access specialist support either through the Department for Education or external service providers. Support options will be discussed with children, young people and their families. Where appropriate, the school can assist in making referrals to these services with the permission of the parents/carers and student.

5. Documenting and recording

All incidents of bullying and any follow-up actions will be accurately documented, recorded and stored according to Department for Education policies, procedures and guidelines. These include electronic recording systems such as EDSAS, IRMS and Daymap, along with local school recording procedures in student files.

6. Monitoring and follow-up

Staff will monitor the outcome of interventions and follow up as required to ensure safety is restored and relationships are repaired. This includes keeping children and young people and parents/carers informed about the actions taken, and checking whether these actions have been sufficient to address the concerns.

If a student or parent/carer feels that the school has not taken adequate steps to resolve the issue, they can raise their concern to the Department for Education Complaint Unit for further advice and support.

3. ROLES AND RESPONSIBILITIES

3.1 SCHOOL LEADERS AND STAFF

- Model and promote positive behaviour that values diversity, demonstrates respect, and is inclusive of all children and young people and their families.
- Provide and participate in professional development to build skills, knowledge and confidence in recognising, responding to and managing bullying.
- Work with the Governing Council and school community to plan, implement and evaluate bullying prevention and intervention strategies and actions.
- Ensure regular and ethical data collection and reporting on bullying, and use the data to inform interventions and strategies.
- Explicitly teach children and young people about respectful relationships, bullying and cyberbullying, how to recognise bullying, what to do and how to get help.
- Provide opportunities for children and young people to meaningfully contribute to solutions to bullying, and decisions that affect their safety and wellbeing.
- Support the inclusion of children and young people who are at higher risk of being bullied or disengaged due to their personal characteristics or social backgrounds.
- Intervene when bullying and cyberbullying has been reported, including incidents that have occurred out of school hours or off school premises when this relates to, or impacts on school relationships.
- Report matters of a criminal nature to South Australia Police.
- Support parents and carers to learn how to recognise bullying and what to do when their child is engaging in or affected by bullying.
- Work with parents, carers, families, service providers and the community to support children affected by bullying.
- Support the reparation and restoration of relationships that have been harmed by bullying.
- Provide visible, consistent and planned responses to bullying that foster trust and confidence.
- Support children and young people to be physically and psychologically safe from bullying.

3.2 PARENTS AND FAMILIES

- Model and promote safe, respectful and inclusive behaviours with their own children, other children and young people, other parents/carers, and school staff.
- Support their children to develop safe online practices at home including monitoring and supervising their children's use of technology and social media.

- Participate in learning opportunities to ensure they are aware of the school's Keeping Children Safe from Bullying Implementation Plan, how to identify and report bullying, and how to work with school to support their child to be safe from bullying.
- Talk to their children about safety issues including bullying and cyber bullying to help them to understand what it is, why it is harmful and how to respond. Use the same messages promoted by the school to ensure consistency.
- Report concerns about bullying to school staff.
- Work collaboratively with the school to resolve concerns about bullying when incidents occur.
- Support their child's best interests to continue to attend school while a bullying issue is being resolved.
- Seek external professional support for their child when this is required.

3.3 CHILDREN AND YOUNG PEOPLE

- Model positive behaviours that demonstrate respect and inclusiveness. This includes ensuring that face-to-face and online interactions are safe, respectful and inclusive.
- Engage in learning opportunities to build skills, knowledge and confidence in recognising, responding to and managing bullying.
- Contribute to planning, decision making, implementation and evaluation of strategies to improve student safety and wellbeing.
- Take a stand when bullying is observed online or in person by safely intervening or seeking help from adults to intervene.
- Support friends and peers to seek help from trusted adults if they are experiencing bullying. Support friends to behave in safe, respectful and inclusive ways if their friends are engaging in bullying behaviour.