



EJEHS ANTI-HARASSMENT AND BULLYING POLICY

Published	11 th August 2016 (<i>Assistant Principal: Wellbeing for Learning, Cross Disciplinary, FLC Administration</i>)
Status	Approved
Review Date	Terms 3 & 4, 2018

Purpose

All schools since 2006 have been required to have a stand-alone Anti-Bullying Policy or a section on anti-bullying included within their Respectful Behaviour Policy or Student Code of Conduct. Bullying and harassment is recognised in State and Federal Legislation and is against the law.

This document outlines our core beliefs that harassment and bullying is not acceptable and will not be tolerated.

Scope

This policy applies to all staff, students, parents and community members of Edward John Eyre High School.

Policy Detail

1. Bullying

Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not regarded as bullying. Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.

Examples of bullying:

- **Physical:** hitting, pushing, touching, grabbing, looks, stares, facial expressions, gestures, spitting, taking or damaging property.
- **Verbal or written:** spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, spreading rumours.
- **Cyber:** using e-mail, voice and text messaging, social networking sites, photographic and video images.
- **Graffiti:** using pictures, tags or words.
- **Social:** forming groups to leave out, ignore and disrespect; influencing, encouraging or organising someone else to be involved in any type of bullying or harassment.

2. Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; 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 behaviour, or it may be a single act.

3. Cyber-bullying

Cyber-bullying is bullying which uses e-technology as a means of victimising others. It is the use of an internet service or mobile technologies - such as e-mail, chat room discussion groups, instant messaging, web pages or SMS (text messaging) - with the intention of harming another person. Examples include communications that seek to intimidate, control, manipulate, put down or humiliate the recipient.

All forms of bullying, harassment and cyber bullying will not be tolerated at Edward John Eyre High School. Students found to be committing such acts will be dealt with under the terms of the *EJEHS Respectful Behaviour Policy* and *EJEHS Respectful Behaviour Procedure*.

4. Reporting Bullying or Harassment

4.1 What to do about bullying:

If you are bullied or if you know someone who is being bullied, please report it to:

- Your Subject Teacher
- Your Mentor Teacher
- Coach or Case Manager
- SSO Wellbeing for Learning
- Counsellor
- Subject Coordinator
- Year Level Coordinator
- Assistant Principal
- Deputy Principal
- Principal
- Parent or Caregiver
- Trusted Adult

If you are a bystander to bullying, you have a responsibility to report it.

4.2 How to report bullying:

- Make an appointment with one of the people listed above. This can be done via Student Services Centre or in person.
- Email the school using the following address: dl.1030.info@schools.sa.edu.au.

4.3 When to report bullying:

- Report bullying to a trusted adult as soon as it occurs
- Do not ignore it
- When bullying is ignored, it may get worse

4.4 How to recognise when a student is being harassed or bullied:

Students who are being bullied or harassed may not talk about it with their teachers, friends or families. They may be afraid that it will make things worse or that they are “dobbing”. A change in behaviour in students may be a signal that they are being bullied or have some other concern.

Some signs that a student is being bullied may be:

- Unexplained cuts, bruises or scratches
- Damaged or ripped clothing
- Vague headaches or stomach aches
- Refusal to go to school
- Asking for extra money or food
- Tearfulness, anxiety or difficulty sleeping
- ‘hiding’ information on mobile phones, emails or social networking sites

5. Actions

5.1 What we do about incidents of bullying at Edward John Eyre High School:

We will listen and talk to the person who has been bullied. We will discuss possible strategies for helping to deal with the bullying. We will negotiate what further follow up is required.

This may include:

- Supporting the person being bullied to deal with the bullying themselves. This may include some longer term counselling to help them determine appropriate strategies.
- Having a conversation with the person who has done the bullying. This will focus on helping that person to develop a sense of empathy for the person they have bullied. This may include some longer term counselling to help them improve their relationships with other people. An informal warning also occurs at this stage. This means they have been given an opportunity to change their behaviour without further consequences being enacted.

- Issuing a formal warning to the person doing the bullying. This means that their parents/caregivers will be informed and invited to be a part of the process to help their son/daughter to change their behaviour. An “Harassment Warning” letter will accompany this warning, which will outline the possible future consequences if the person doing the bullying does not change their behaviour.

5.2 If the person doing the bullying does not change their behaviour, possible consequences include:

- Removal the yard during recess and lunchtime and/or exclusion from social activities
- Internal Suspension
- External Suspension from school
- Referral to other DECD agencies
- Exclusion from school

It is important to note that these steps may change. At Edward John Eyre High School we use a Case Management approach, according to the frequency and severity of incidents and personal circumstances.

Under the Regulations pursuant to the Education Act, Principals can suspend or exclude students from school if they... act in a manner that threatens the safety or wellbeing of a student or member of staff or other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).

Principals can use these Regulations for incidents that occur off-site and/or out of school hours, if another student’s safety or wellbeing has been threatened, this is particularly relevant in cases of cyber bullying and violence.

6. What we do at Edward John Eyre High School to reduce bullying

6.1 Prevention strategies include:

- Using our Mentor program to teach students in Years 11 and 12 about bullying and being an effective bystander
- Inviting guests, such as the Sammy D Foundation and SAPOL, to present to our students and support their understanding of bullying and being an effective bystander
- Using the curriculum to teach students about respectful relationships, civics and citizenship
- Developing Student Voice opportunities to help students participate and have a say in their learning
- Teaching students about violence prevention, conflict resolution, anger management and problem solving and developing policies which promote student safety
- Teaching for and about diversity
- Providing professional learning for staff

6.2 Intervention strategies include:

- Counselling students who have been bullied
- Talking with parents or caregivers about the situation
- Putting consequences in place for those who bully others
- Teaching students to be responsible bystanders
- Ensuring that all staff know how to address bullying effectively and respectfully

6.3 Post-intervention strategies include:

- Monitoring the situation between the students to ensure that their safety and wellbeing are maintained
- Follow up counselling for students who are victims or perpetrators of bullying to ensure they feel safe at school and remain connected to the school following an incident
- Talking with parents or caregivers about strategies
- Reviewing and evaluating behaviour codes, procedures and policies to make sure they are effective

Role	Authority / Responsibility For
Students	<ul style="list-style-type: none"> • Be respectful towards other students, staff and members of the school community. • Participate in Personal and Global Learning sessions regarding the school's anti-bullying policy. • Communicate with an appropriate adult if being bullied or harassed or if they are aware of someone else being bullied or harassed. • Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.
Parents	<ul style="list-style-type: none"> • Keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance. • Communicate in a respectful manner with school staff about issues of concern soon after these concerns arise. • Follow up on these concerns and, if necessary, contact the Regional Office if the concerns are not resolved following intervention by the school.
Staff	<ul style="list-style-type: none"> • Develop and foster positive relationships with students and families. • Communicate and interact effectively with students and engage in cooperative problem solving relationships to address issues of bullying. • Participate in developing, implementing and reviewing the school's anti-bullying policy, curriculum and PD opportunities and the procedures for managing incidents of bullying. • Critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully. • Establish, maintain, make explicit and model the school's expectations relating to bullying. • Participate in training and development related to decreasing bullying in schools. • Support students to be effective bystanders.
Principal	<ul style="list-style-type: none"> • Develop, implement and regularly review the school's anti-bullying policy (including surveying students, parents and teachers). • Ensure that all new students to the school, and their families, are aware of the anti-bullying policy and other relevant school policies (eg: <i>EJEHS Mobile Phone Policy</i> and <i>EJEHS Respectful Behaviour Policy</i>) and the decision making procedures open to them if they wish to influence school practice. • Ensure that within the Student Diary provision is made for students and families to annually agree to support school policies (including the anti-bullying policy). • Provide access to relevant Professional Development to all staff, in particular the Year Level Managers, Counsellors and other key staff to effectively manage bullying and implement intervention strategies. • Manages incidents of bullying in a way that is consistent with the DECD School Discipline Policy. • Ensure that families have access to the school's anti-bullying policy and related documents, Governing Council Reports and <i>EJEHS Grievance Procedures</i>.

Acronym	Description
EJEHS	Edward John Eyre High School
DECD	Department for Education and Child Development
SMS	Short Message Service (for text messaging)
SSO	School Services Officer
SAPOL	South Australian Police
PD	Professional Development

Supporting Documents

The National Safe Schools Framework
 Cyber safety: Keeping Children Safe in a Connected World
 DECD Sexual Harassment Prevention Policy, 2011
 Safer DECD Schools
 EJEHS Respectful Behaviour Policy