

Issue Date to Governing Council:	8th November, 2017
Review Date:	As required
Policy Title:	Bullying and Harassment
Version No:	Ratified by Governing Council

1. Statement

Hamilton Secondary College will provide a safe, inclusive and supportive learning environment, free from bullying, harassment and violence, while actively promoting student wellbeing. Bullying, including cyber bullying, harassment and violence, is not acceptable at Hamilton Secondary College and will be dealt with seriously and expediently.

Hamilton Secondary College will work with our school community, in addition to other services and agencies, to support our students in being responsible and productive members of our community.

2. Guiding Principals

- All members of the school community have a right to feel safe at school.
- Feeling safe and supported at school is essential for student wellbeing and effective learning.
- Staff accept responsibility for developing and sustaining safe and supportive learning communities that also fulfil the school's child protection responsibilities.
- Encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- Actively support young people to develop the skills, knowledge and disposition to keep themselves, and others, safe.
- Commit to developing a safe school community through a whole-school and evidence-based approach.

3. Definition of Bullying

Bullying is the 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 such as the internet, social media and mobile phones. Conflict or physical altercations between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Examples of Bullying Behaviour Include:

- Deliberate of repeated name calling
- Physical contact (hitting, kicking, unwanted touching, etc)
- Rumour spreading
- Sending inappropriate or abusive images or messages
- Posting inappropriate or harmful images to a social media platform
- Commenting in a hurtful manner on social media posts
- Excluding someone from groups, social activities, or games.
- Threatening someone
- Making sexist, racist or degrading remarks

3.1 Definition of 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; 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. It may be directed randomly or towards the same person(s). It may be intentional or unintentional, For example, words or actions that offend and distress one person may be genuinely regarded by the perpetrator as minor or harmless.

3.2 Definition of Violence/Physical Altercation

Violence is the intentional use of power (threatened or actual) against another person that results in psychological harm, injury or in some cases death.

Violence may be a single incident, a random act, or it can occur over time. This may constitute an assault, which is a police matter.

3.3 Definition of Cyber-Bullying (Detailed)

Cyber Bullying uses e-technology as a means of victimising others. It is the use of an internet service or mobile technology, such as social media, email, messaging, forums, group chats, instant messaging, web pages or SMS – with the intent of harming another person.

Activities can include repeated negative messages, sexual and racist harassment, denigration, impersonation, trickery, shaming, exclusion and cyber stalking. Cyber bullying may involve varying levels of severity, ranging from occasional messages to frequently repeated and highly disturbing threats to a person's life. Cyber bullying can occur from a single act, when the message is sent to more than one person. For example, a person may only press 'send' once, but the choice to send the message to multiple addresses, makes the action more than a single incident.

3.4 Definition of Sexual Harassment

Sexual Harassment is treatment or physical acts which refer to a person's sexuality or gender, in an offensive or degrading manner. *Note: Under recent amendments to the South Australian Equal Opportunity Act 1984, it is unlawful for a student 16 years of age and over to sexually harass another student or staff member, and could become a police matter.*

3.5 Definition of Sexting

The deliberate sending, requesting, or distribution of sexual imagery or sexually explicit messages, via an electronic device or social media platform. This can include the sharing of content, created by another.

3.6 Definition of Bystander Bullying

A student who contributes to the act of Bullying, Harassment, Cyber-Bullying or Violence, either through antagonising, commenting, sharing, liking, or recording incidents using a mobile device.

4. Signs of Bullying

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 concerns.

4.1 Potential signs that a student is being bullied may be:

- Refusal to attend school or finding reasons not to go to school.
- Does not appear to have friends.
- Appears fearful or anxious.
- Drop in academic performance
- Increase in negative self-perception.
- Unexplained cuts, bruises or scratches
- Stolen or damaged possessions or clothing
- Vague headaches or stomach-aches
- Asking for extra money or food
- Tearfulness, anxiety or difficulty sleeping

4.2 The signs of Cyber-Bullying can be the same as the above mentioned, but can include certain behaviours with phones and computers, such as:

- Hesitance about going online.
- Intense mobile phone usage, accompanied by distressed or anxious mood.
- Appearing nervous when an instant message, text message or email appears.
- Visibly upset after accessing the computer, or mobile phone, or suddenly avoiding it.
- Minimising the computer screen, or hiding their mobile phone when you enter the room.
- Spending unusually long hours online in a more tense/pensive manner.
- Receiving suspicious phone calls, emails or packages.
- Withdrawing from friends, falling behind in schoolwork, or avoiding school.
- 'Hiding' information on mobile phones, emails or in comment sections.

5. Other Considerations

In establishing an anti-bullying policy, Hamilton Secondary College has actively considered students with a disability, learning difficulty, gifted students, International Students, Special Education students, Aboriginal and Torres Strait Islander students, students in care (guardianship), and students who are same sex attracted.

Hamilton Secondary College have consulted a range of external agencies to support these students in the event of Bullying and Harassment. These partnerships have provided, and will continue to provide, our site with professional development opportunities for staff and students.

6. Reporting Bullying or Harassment

What to do if you experience, or witness bullying:

- Acknowledge the behaviour and tell the person(s) involved to stop.
 - “I see what you’re trying to do, and you need to stop.”
- If you are being bullied, report it to a teacher immediately.
- If you are a bystander or witness to bullying, you have a responsibility to report it immediately. *If you see something, say something.*
- If you experience, or witness cyber-bullying, screenshot everything, and report it as soon as possible.
- Bullying can be reported to:
 - A Friend
 - Family
 - Teacher
 - Home Group teacher
 - Year Level Manager
 - Wellbeing Coordinators
 - Assistant Principals
 - Deputy Principal
 - Principal

6.1 When to report Bullying and Harassment:

Report bullying to a trusted adult, as soon as it occurs. Do not ignore it. When bullying is ignored, it may get worse. The adult will encourage you to complete a *Bullying and Harassment Form* – obtained from Student Services.

7. Roles and Responsibilities

Students:

- Be respectful towards other students, staff and members of the school community.
- Participate in educational sessions regarding anti-bullying and harassment.
- 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 is discouraged through peer influence.
- Screenshot any evidence of cyber bullying, and present evidence to a teacher as soon as possible.
- Do not act or retaliate on someone’s behalf.

Parents/Caregivers:

- Communicate in a respectful manner with the school if issues of bullying occur.
- Understand that school based consequences will not be discussed with the parent or caregiver of the victim.
- Encourage their child to seek teacher intervention, and not take matters into their own hands.
- Be aware of their rights, with respect to the police, when taking matters of Bullying and Harassment further.

Staff:

- 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 successfully.
- 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
- Support students to be effective bystanders.
- Document, record and maintain accurate and timely records of Bullying and Harassment.

Role of Principal/Director

- 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
- 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 the school's grievance procedures.

Under regulations 40 and 41 of the Education Regulations 1997, Principals can suspend or exclude a student who acts in a manner that threatens the safety or wellbeing of a student or member of staff, or another person associated with the school. These regulations do not preclude an event that occurs outside of school hours or off site. Principals can therefore use these procedures with a student enrolled at their school if the Principal believes, on reasonable grounds, that the student has acted in such a manner, *even if this behaviour occurred outside of school hours or off site.*

Police officers also have the power to confiscate a mobile phone where any image held on the phone is possible evidence of a crime. The phone may be kept by SAPOL until the action comes before a court. Where DECD staff reasonably suspects that a student has used a mobile phone to record a crime, the phone should be confiscated and handed to SAPOL without the staff member opening the message to view it. *Opening the message may compromise evidence.*

8. Site Action Plan

What we do about incidents of bullying and harassment at Hamilton Secondary College.

- 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 determine appropriate strategies.
 - Having a conversation with the person doing 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 part of the process to help their son/daughter to change their behaviour.

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

- Removal from the yard during recess and lunchtime and/or exclusion from social activities, sporting groups or extra-curricular clubs.
- Detention in BMR
- Suspension or Internal Suspension from school
- Referral to DECD Support Services for Behavioural Intervention
- Exclusion from school

It is important to note that these steps may change. At Hamilton Secondary College we use a case management approach, according to the frequency and severity of incidents and personal circumstances.

Bystander bullying that has significantly contributed to the incident, will be managed in the same manner. The perpetrator of bystander bullying may receive a consequence equal too, or greater than the initial perpetrator, depending on the situation.

For example, the filming of an incident and sharing on social media to an audience beyond the scope of the original altercation, will be treated at the same level and the consequence will be equal to or greater, depending on the impact of the act.

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.

9. Prevention strategies include:

- Using our Health and Pathways program to teach students in Years 8, 9 & 10 about bullying, harassment and being an effective bystander.
- Using our Pathways program to teach students in Year 11 & 12 about respectful relationships and the law.
- Inviting guests such as Marion Youth and SAPOL to present to our students and support their learning.
- Using the curriculum to teach students about respectful relationships.
- Developing Student Voice opportunities to help students participate and have a say in their learning, and the promotion of a safe and supportive environment.
- Teaching students about violence prevention, conflict resolution, anger management and problem solving and developing policies which promote student safety.
- Providing professional learning for staff

9.1 Intervention Strategies include:

- Counselling students who have been bullied.
- Talking with parents/caregivers about the situation.
- Describing the Bullying and Harassment Policy to the perpetrator.
- Facilitating restorative meetings between students.
- Putting consequences in place for those who bully others.
- Teaching students to be responsible bystanders.
- Ensuring all staff know how to address bullying effectively and respectfully.
- Ensure all staff understand the procedure for managing Bullying and Harassment.

9.2 Post-Intervention Strategies include:

- Monitoring the situation between the students to ensure 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 that they are effective.

10. Training and Development:

Staff will actively engage with professional learning opportunities throughout the year, to remain informed and skilled in the practice of prevention and intervention, during incidents of bullying, harassment and violence.

Distribution List:

- Students, families and community member (Website)
- Staff members (Staff Handbook, Network Drive)
- Governing Council
- Regional Director

Review Date: November 1st 2018

Bullying and Harassment Notification

This notification is part of the school's *Bullying and Harassment Procedures* and will remain on file in line with the school's *Bullying and Harassment Policy*.

Name of staff member this form was handed to:

Complainant's Name:

Perpetrator's Name:

Date of Complaint:

Statement of Complaint:

PTO if more space is needed

Others involved (and connection to incident):

Type of Harassment:

() sexist () racist () physical () verbal () cyber () unintentional () other

Reporting Teacher Checklist

<input type="checkbox"/>	Interviewed Victim	<input type="checkbox"/>	Parent/caregiver contacted
<input type="checkbox"/>	Interviewed Perpetrator	<input type="checkbox"/>	Incident Record lodged in DayMap
<input type="checkbox"/>	B&H Policy explained	<input type="checkbox"/>	Referred to Year Level Manager
<input type="checkbox"/>	Formal Warning Given	<input type="checkbox"/>	Referred to Wellbeing Team

Statement of Complaint (continued):

Reporting Teacher Statement/Notes (optional):