Bullying Prevention Policy

EXCELLENCE – RESPECT – COMMUNITY – DIVERSITY

Our values

We aim to establish a community in which everybody upholds our school values of Excellence, Respect, Community and Diversity; and where individual differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school.

Our vision

All students have the right to feel safe, respected and included. Our learning communities are free from bullying and harassment.

Our school climate fosters healthy and respectful relationships. We will create this with our students, families and the broader community.

We will model behaviours that:

- demonstrate respect
- value diversity
- promote belonging and wellbeing.

Our approach to bullying prevention

At Unley High School we will plan, implement and review our bullying prevention strategies. We will do this with our Governing Council, staff, students, families and local community.

Promote

We will model and promote positive behaviour.

Our actions

- Create a welcoming and inclusive school.
- Make sure staff understand their role to create a safe school.
- Share the school values and behaviour expectations. Lead by example.

Teach

We will explicitly teach respectful behaviours and expectations about bullying in the classroom.

Our actions

- Build staff skills to respond well to bullying.
- Teach about bullying in all year levels. Include how to prevent, identify, respond to and report bullying and cyberbullying.

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Intervene

We will intervene in specific incidents of bullying or observed bullying behaviour.

Our actions

- Take bullying seriously. Respond to reports of bullying or observed bullying behaviours.
- Use fair and consistent responses to bullying or suspected bullying.
- Document all bullying incidents. Check in with students while bullying incidents are being resolved.

Work with others

We will work with families, service providers and the community to address bullying.

Our actions

- Work with the Governing Council, site leadership, department staff and the local community to design local strategies to prevent and reduce bullying.
- Encourage parents and carers to take part in activities that promote safety and wellbeing.
- Communicate regularly with families when a bullying incident happens.

Respond

We will provide visible and consistent responses to bullying that foster trust and confidence in the school community.

Our actions

- Share information on how to prevent and respond to bullying and cyberbullying.
- Review our strategies and actions to prevent and respond to bullying. We will make sure that student needs are being met.
- Set up safe ways for students to report bullying and let students know how to do this.
- Make information about the complaints resolution process available.

Repair and restore relationships

We will repair and restore relationships that have been harmed by bullying.

Our actions

- Develop solutions to bullying incidents with students, staff, parents and caregivers.

Create safety and wellbeing

We will establish safety and wellbeing.

Our actions

- Set up inclusive practices so students who might feel excluded are safe and supported.
- Take action against discrimination, harassment and violence. Report criminal actions to South Australia Police.

- Provide targeted social and emotional support for students who need more help after bullying incidents.

How bullying is reported and resolved

We will work with students, parents and carers to resolve bullying issues. If needed, we will get advice, counselling and support from external services.

All reports of bullying will be taken seriously. Responses will be planned and quick. The principal or leadership team will immediately respond to life threatening, significant harm or criminal behaviour issues. We will refer criminal actions to South Australia Police.

Our responses will restore the safe and positive learning environment.

Report bullying

You can report bullying to:

- Principal
- Deputy Principal
- Assistant Principal
- Student Wellbeing Leader (Counsellor)
- Year Level Manager
- Home Group Teacher
- Classroom Teacher
- Pastoral Care Worker

You can report bullying incidents by:

- Over email
- Face-to-face
- Phone call
- Schedule a meeting

Give us as much information as possible. This might include:

- who was involved, including who engaged in the bullying behaviour, who the behaviour was directed at and witnesses
- when the incident happened
- where the incident took place, for example social media
- the behaviour
- if anyone stopped or tried to stop the behaviour
- what led up to the incident
- what happened after the incident.

Gather and document information

Staff might speak about the incident with:

- students
- parents or carers
- other staff
- any other witness or person involved.

Intervention and support

Staff will see if the incident:

- meets the definition of bullying
- poses an immediate risk to student or staff safety.

If there is no immediate risk, staff might use the following strategies with students directly involved:

- restorative practices, including an apology
- Method of Shared Concern or Support Group Method of intervention
- parent or carer meeting
- school-based consequences

For example:

- loss of privileges
- given a learning task
- limited areas for play or activities or extra yard supervision
- suspension and exclusion.

Refer to services

Refer students to specialist support, if needed. This might be from the Department for Education or external services. Options will be discussed with students and their families.

Document and record

All incidents of bullying and responses will be documented and stored in line with Department for Education records management procedures. A record of an incident might go in a student's file. Incidents can be recorded in our electronic databases. For example EDSAS, IRMS or Day Map.

Monitor and follow-up

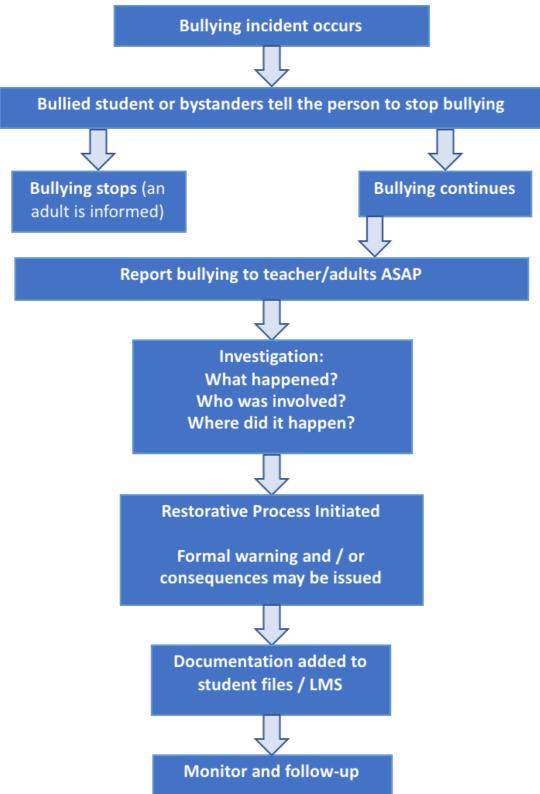Staff will check on all students involved in a bullying incident. They will make sure all students are safe and relationships are repaired. They will talk with students, parents and carers about the actions taken. They will check if these actions have helped.

If a student, parent or carer are not happy with the steps taken by the school, they can call the department's complaints management line on 1800 677 435.

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                    │   Bullying incident occurs   │
                    └──────────────┬──────────────┘
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        ┌──────────────────────────────────────────────────────┐
        │  Bullied student or bystanders tell the person to      │
        │                  stop bullying                         │
        └───────┬────────────────────────────────────┬──────────┘
                ↓                                     ↓
    ┌──────────────────────┐              ┌──────────────────────┐
    │  Bullying stops (an   │              │  Bullying continues   │
    │   adult is informed)  │              └───────────┬──────────┘
    └──────────────────────┘                           ↓
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        │       Report bullying to teacher/adults ASAP          │
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              ┌─────────────────────────────────────────┐
              │              Investigation:              │
              │             What happened?               │
              │            Who was involved?             │
              │            Where did it happen?          │
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              ┌─────────────────────────────────────────┐
              │       Restorative Process Initiated      │
              │                                          │
              │           Formal warning and / or        │
              │         consequences may be issued       │
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              │       Documentation added to             │
              │           student files / LMS            │
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              ┌─────────────────────────────────────────┐
              │           Monitor and follow-up          │
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Roles and responsibilities

School Leaders	Teachers	Students	Parents / Caregivers
Develop and implement the bullying prevention policy Ensure consistency of responses to bullying incidents Be visible and mobile within the school community, supporting the safe environment of the school Collect data on bullying regularly. Use the data to plan how the school will prevent and respond to bullying Manage incidents of bullying consistent with The Department's School Discipline Policy	Interact and communicate with students in a positive tone and supportive manner Respond to reports of bullying, and discuss bullying instances directly with students Maintain communication between students, parents and the school regarding reported incidents Keep appropriate documentation on LMS	Demonstrate respect in interactions with other community members Be knowledgeable about bullying and harassment Identify when bullying or harassment are occurring and report to an adult When bullying occurs, support in a positive way either as a bystander or a witness Do not engage in bullying behaviours	Advise school promptly of any issues / concerns and work with the school to address the issues Be aware of friendships / relationships / unhealthy associations Make school aware of any additional wellbeing needs your child may have Make school aware of any changing or impacting family circumstances

Definitions

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or anti-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.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)

- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence

However, these conflicts still need to be addressed and resolved. A simple 'rule-of-thumb' for consideration of this can be summarised as follows:

- <u>Rude</u> behaviour = Inadvertently saying or doing something that hurts someone else
- <u>Mean</u> behaviour = Purposefully saying or doing something to hurt someone once (or maybe twice)
- But <u>bullying</u> can be summarised as Intentionally aggressive behaviour, repeated over time, that involves an imbalance of power

Examples of Bullying

The following examples are designed to assist in the identification and understanding of specific incidents that occur in our school environment. They are listed in alphabetical order. No type of bullying is considered better or worse than another. All are damaging to person who is experiencing the bullying.

Cyber Bullying

Using any form of Information Technology (including, but not limited to email, voice, SMS, social networking sites, apps, photographic and video images) as a medium to bully/humiliate others. Examples include communications that seek to intimidate, control, manipulate, put down or humiliate the recipient.

Discrimination

When people are treated less favourably than others because of their race; culture or religion; physical characteristics; gender; gender identity; sexual orientation; parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Harassment

Behaviour that targets an individual or group due to their identity, race, culture, religion, physical characteristics; gender; sexual orientation; 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

Physical Bullying

Hitting, pushing, kicking, touching, grabbing, looks, stares, facial expressions, gestures, isolating, spitting, taking/damaging property are some examples of physical bullying.

Sexual Harassment

Unwelcome sexual conduct which makes a person feel offended, humiliated and/or intimidated, where that reaction to the conduct is reasonable in the circumstances. Sexual harassment can be a single incident, repeated or continuous, direct or indirect, and take various forms.

Note: Behaviour of a sexual nature based on mutual attraction, friendship and respect, which is welcome or invited, consensual and reciprocal, does not constitute sexual harassment

Social / emotional bullying

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Forming groups to leave out, ignore and disrespect; influencing, encouraging or organising someone else to be involved in any type of bullying/harassment; ganging up on a student; ruining friendships on purpose; sending 'poisonous notes'; persuading others to exclude someone.

Verbal/written bullying

Spoken/written insults, threats, suggestive comments, name-calling, unfair criticism, spreading rumours, using offensive language, verbal teasing.

Violence

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.

Monitor, report and review

The school leadership team conduct a regular review of policies and procedures.

This Policy is subject to review before the end of 2022.