Woodville High School
Diversity · Creativity · Success

Woodville High School Policy and Procedures for Countering Bullying and Harassment

Outlines the importance of schools as safe and supportive places of learning in which there are clear policies and procedures to address any instances of bullying or harassment.

Ratification or Endorsement Dates	
Executive	**August 2020**
Curriculum leaders	**2020**
Staff	**2020**

Policy writer/reviewer name	**Sandro Bracci**
Next review date	**2022**

Definition of Bullying and Harassment

For the purpose of this document harassment is defined as unwanted and one sided words or actions towards another that demean, annoy, alarm or abuse. Bullying is a specific form of harassment that is deliberate and repeated, causing distress, affects well-being and reduces the capacity to learn. Both bullying and harassment can be verbal, physical, social or psychological. It can be done in person, by manipulating others to take part, or by electronic means such as e-mail, text-messages or electronic chat rooms.[1]

Underlying principles:

● All members of the school community are entitled to a safe learning and working environment
● An effective learning community does not tolerate any forms of bullying or harassment
● Woodville High School is more able to enact its published purpose and vision in a climate free from bullying and harassment
● Cultural, social, and personal diversity are respected (see also Countering Racism Policy& Supporting Sexual Diversity in Schools)
● Freedom from bullying and harassment are essential to the wellbeing of all school community members: staff, students, parents/caregivers and volunteers/visitors
● Each member of the school community has a responsibility to make a stand against bullying and harassment
● All members of the school community have 'duty of care' responsibility to act promptly on allegations or evidence of bullying and/or harassment
● Whole school procedures and practices are needed to educate and reinforce positive values and actions, and manage incidents of bullying and harassment and support both the people who have been bullied and the people who are bullying
● The person who bullies also needs to be supported to understand the impact of their behaviour on the wellbeing and learning of those who are bullied
● Our school respects confidentiality and the overall health and wellbeing of all parties involved
● Woodville High School will keep community members informed of emerging new forms of Bullying and Harassment
● This policy is to be reviewed annually.

Forms of Harassment:

RACIAL HARASSMENT
Is treatment that unfairly disadvantages people based on negative attitudes and assumption about their (real or assumed) cultural backgrounds and physiological characteristics.
RELIGIOUS HARASSMENT
Is treatment that unfairly disadvantages people based on negative attitudes and assumptions about their (real or assumed) religious backgrounds, beliefs and practices.
SEXUAL HARASSMENT
Is treatment or physical acts which refer to a person's sexuality or gender in an offensive or degrading manner including (homophobia and transphobia).
HARASSMENT BASED ON DISABILITY
Is treatment that unfairly disadvantages people based on negative attitudes and assumptions about their (real or assumed) physical, intellectual or psychological disabilities.
VERBAL HARASSMENT
Can overlap with any of the other forms of harassment, but also includes name-calling, offensive language, slander (putting people down behind their backs), offensive notes or graffiti about others.
BULLYING
Is a verbal, physical and psychological attack against a person persons. It includes intimidation in all forms, causing physical and/or emotional disturbance that may have short or long term consequences.

CYBER BULLYING

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[1]"Bullying Solutions" Helen McGrath & Toni Noble. Editors: Pearson, Longman 2006

E-Crime occurs when a computer or other electronic communication device (eg mobile phones) are used to commit an offence, are targeted in an offence, or act as a storage device in an offence

Due to the evolving nature of Cyber Bullying is incorporated throughout this document, highlighted in *italics*.
This takes many forms and may involve websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Aim:
Woodville High School works towards the creation of an environment free of bullying and harassment through:
- All Woodville High School students sign a cyber safety agreement form at enrolment
- Educating all members of our community about what is Bullying and Harassment
- Provide preventative programs and strategies
- Building and maintaining staff, students and community confidence in school management of wellbeing issues
- Transparent and consistent responses to incidents of bullying and harassment
- Managing specific bullying incidents
- Ensuring that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.

Procedures:
Roles and Responsibilities:
All members of the Woodville High School Community:
- Positive, caring and respectful student-peer relationships, student-teacher relationships, teacher-teacher relationships and teacher-parent relationships
- The development and communication of a clear vision for a safe, supportive and respectful school. This includes actions that encourage staff to commit to the vision and to feel confident about their participation in its implementation
- Promote the positive and responsible use of technology.

Executive team regularly and strategically manages the awareness about school's expectations through:
- Clarifying system responses to bullying and harassment
- When enrolling a new student ensure that the student is introduced to the Woodville High School Code for Success and our Graduate habits in The Diary years 7 and 8
- Alerting Home Group teachers to their roles as promoters of timely and proactive discussion in Home Group
- Ensuring student and parent documents with policy statements are written in up-to-date terms
- Placing information in the staff and student handbooks, newsletters, staff and student bulletins, and highlighting expectations at staff meetings, parent meetings and student assemblies
- Ensuring that the Pathways curriculum covers key aspects of identification, eliminating, managing and coping with Bullying and Harassment in general and in relation to the school's ICT Code of Conduct for use of devices
- Refer incidence of Bullying and Harassment to Law Enforcement and/or other agencies if appropriate
- Awareness of mandatory requirements and legal issues in relation to child maltreatment, harassment, aggression and violence and communication of these to staff
- Oversee the effective implementation of aspects of this policy.

Responsibilities of subject teachers and Home Group teachers:
- Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour in accordance with the school values
- Be aware of the underlying principles of this policy and act to create a supportive teaching and learning environment, free of bullying and harassment
- Be aware of incidents of harassment (including cyber bullying) in their classes and while on duty in the school. Report accordingly
- Ensure relevant ICT Staff are aware of any student breaches of the ICT Code of Conduct and alerted of inappropriate material accessible via the school internet/network
- Teachers remain informed and up to date with Cyber Bullying trends and Supporting Sexual Diversity in Schools, initiatives and best practice via staff training and development sessions
- Support students in developing confidence in making a stand against bullying and harassment

- Give harassment warnings to the people bullying so that those bullied can see that the school acts to prevent bullying
- Year Level Managers involved record warnings in Daymap and inform Parent/Caregivers
- Staff to make mandatory reports when required. Documentation of report must be passed on to the Principal
- Advise YLMs, Wellbeing Leaders, Aboriginal Community Education Officer (ACEO), Aboriginal Secondary Education Transition Officer (ASETO), Aboriginal Education Teacher (AET), Bilingual School Service Officers (BSSOs), DP & AP of the impact of bullying on their students
- Inform all parties involved that victimisation or recrimination will result in further disciplinary consequences
- Support the reengagement of students through a Restorative approach to so all parties are heard and their feelings respected and harm is repaired.

Responsibilities of Students:
- Treat all other people with courtesy
- Participate in anti-bullying seminars and Pathways curriculum involving Bullying and Harassment education.
- Adhere to the schools ICT Code of Conduct which they sign at enrolment
- Be aware of what can be interpreted as harassing or bullying comments and behaviours.
- Tell a bullying person that he/she doesn't like the behaviour and to stop
- Report the actions to a staff member preferably the Year Level manager
- Take action when they observe others being bullied and be aware that inaction is a form of bullying which will result in consequences
- Report all incidents of bullying/Cyber Bullying via our school website https://woodvillehigh.sa.edu.au/student-wellbeing.html
- Strive to create and preserve a physically and emotionally safe environment
- Be aware that victimisation or recrimination will result in further disciplinary consequences
- Follow the schools mobile phone policy.

Responsibilities of Parents/Caregivers:
- Model courtesy and consideration of others
- Be aware of the range of bullying comments and behaviours
- Speak to children about what constitutes bullying and harassment
- Inform the school of any incidents of bullying and harassment they know of
- Respectfully and confidentially support the school in addressing bullying and harassment.
- To report incidence of bullying and harassment to police or outside agencies if appropriate
- At enrolment sign the ICT Code of Conduct
- Governing Councils will be encouraged to include the topic of bullying behaviour as a council meeting agenda item at least once per term at which the Principal will provide a report
- Be supportive and vigilant in monitoring student ICT usage outside of school.
- Engage in self-education of safe technology use via relevant government websites (i.e. wwwcybersmart.gov.au)

Educating for Rights and Responsibilities
The following curriculum strategies explicitly address protective factors and behaviours relating to safe use of technology, Cyber Bullying and e-Crime

Year 8: In the Year 8 Health curriculum anti-harassment topics are delivered. All year 8's participate in a compulsory anti bullying and harassment seminar supported by peer mentors, Wellbeing Leaders, School Psychologist, Youth Worker and Home Group teachers.
Year 8 Pathways Curriculum: Students attend the Bullying and Harassment Seminar and follow up activities throughout the year.

Year 9: In the Year 9 Health curriculum anti-harassment topics are delivered.
Year 9 Pathways Curriculum: Cyber bullying is introduced and addressed through 4 weeks of education.

Year 10: In the Year 10 Health curriculum anti-harassment topics are delivered. Students are led through preparation for Work Experience, in sessions defining workplace harassment and methods to deal with incidents, including importance of reporting to supervising teachers. Students have the opportunity to participate in Youth Opportunities which focuses on positive relationship building. All Year 10 students attend the Teen Mental Health First Aid seminars presented by school Wellbeing Leaders.

Year 10 Pathways Curriculum: Refresh Seminar on Bullying and Harassment and continued awareness of cyber bullying.

Programs to assist students managing their behaviour are offered within the school through year level and homegroup structures and with outside agencies, such as Services to Beyond Blue and Headspace Students are regularly selected to take part in social skill development programs.

Year level leaders and the Wellbeing Leaders provide counselling to both those who bully and those who are bullied with the support of Bilingual School Support Officers (BSSO's), Aboriginal Education Teachers (AETs), Aboriginal Community Education Officers (ACEOs), ASETOs and Interagency Support including our Behaviour Coach.

Addressing Grievances
Reporting and initiating action:
All forms of bullying and harassment can be anonymously reported by any member of the school community via the school website https://woodvillehigh.sa.edu.au/student-wellbeing.html

Staff and other adults associated with Woodville High School who experience incidents of harassment or bullying utilize the school's published Grievance Procedures to seek resolution.

Students who experience ongoing incidents report to:
● Year Level Managers who may, if necessary, refer the matter to Wellbeing Leaders, YLMS, APs & DPs to investigate and intervene
● Home Group teachers, Wellbeing Leaders, the Christian Pastoral Support Worker, the ACEO, ASETO, the AET, Bilingual School Support Officers, SSO are available for support throughout the process
● Use the confidential link on the school website to notify Wellbeing Leaders of incident anonymously.
● https://woodvillehigh.sa.edu.au/student-wellbeing.html

Investigation:
Staff manage the incident with non-judgmental assertiveness by:
● Providing a confidential place to hear the evidence, as a support to the person who has the complaint
● Ask the student if they want to make a formal complaint of harassment to be recorded
● Meeting with the alleged bully to gather and record further evidence
● Collecting and recording documentary evidence from the complainant and issue 1st warning if appropriate. Inform relevant Assistant Principal/Deputy Principal.
●
Consequences: Disciplinary action
In the first notified instance, any person bullying/harassing is given an official warning, which is recorded in Daymap. A noteis placed in the student's Diary years 7 and 8 to inform parents of the warning. It is explained that a consequence of a second official harassment warning is a minimum of 3 days suspension from school.

In the second instance, the parent is notified that the student is to be suspended for up to five days. The year level leader convenes and attends a meeting of: the student, a caregiver and a School Wellbeing Leaders / member of the Aboriginal Education team. The Student Behaviour Management (SBM) procedure of creating a development plan follows. A record is made in Daymap. The consequences for continuing the adverse behaviour is stated explicitly on the plan.

In cases of breaches of ICT Code of Conduct, Cyber Bullying and eCrime, students may have their school technology rights reviewed. This will be conducted in line with the DfE Cybersafety"Keeping Children safe in a Connected World guidelines.

In instances requiring further support, a contract of behaviour is written and signed by each student, stating the behaviours that each wants the other to stop.

Resolution without disciplinary action:
If the student does not want to make a formal complaint, staff ascertain the appropriateness of each student's actions and seek resolution by:

- Running a restorative meeting with the students ensuring all students are heard and an agreement is reached that all students agree with
- Explaining unacceptability of bullying behaviours
- Informing the student that the incident is to be reported to the Year Level Manager and year level Assistant Principal/Deputy Principal
- Mediating apologies and resolutions about future behaviour through restorative practices.

Legal aspects:

Staff or parents/caregivers might regard an offence as warranting police involvement. A police report must be made by the parents/caregivers attending a police station for this purpose. In these circumstances, a student may be suspended in addition to pending police action, to maintain the wellbeing of the victim and the good order in the school, in line with SBM procedures and Department of Education and Childhood Development (DfE's) standards.

Cyber Bullying and e-Crime are illegal; the school may involve police support if appropriate.
Parents are encouraged to report Cyber Bullying of their son/daughter to the police.

Record keeping:
- Records are to be kept in EDSAS and Daymap comments made for staff information
- For suspensions, AP/DP or Year Level Managers (YLMs) staffs are to document the incident in EDSAS detailing the offence as "threatened well-being"
- A copy of notes or harassment reports about the incident is kept with year level leaders' SBM files, for future reference if required for legal follow-through
- Wellbeing Leaders will keep electronic copies of Reports sent via the school website.
- *https://woodvillehigh.sa.edu.au/student-wellbeing.html*

HARASSMENT PROCEDURE FOR STUDENTS

Incident	Student RESPONSE	School Response WHO	DOCUMENTATION
Student is Harassed	Ask student to stop and report it to Year Level Manager.	If you are harassed Woodville High School strongly encourages you to report it immediately to Year Level Manager	A Restorative Meeting may occur
	If it continues make an official harassment complaint. See a YLM, AP/DP	They will then interview the person who has bullied. A formal warning will be given	The incident recorded in Daymap

Incident	Student RESPONSE	School Response WHO	DOCUMENTATION
Continued ongoing Harassment	Same student is re- reported by any other student	The YLM/AP/DP will interview the person who has bullied and external suspension – up to 5 days	Suspension details in Daymap. Letter sent to parents.
If Student returns from suspension and continues to transgress		At the re-entry meeting the student will be asked to complete a student development plan. Student Wellbeing Leaders support for both perpetrator and victim based on a restorative approach.	Student Reconnection Plan
		Further incidents of continued harassment the steps above will be repeated resulting in external suspension up to 5 days. A Development Contract between students will be developed with support from the District Student Behaviour Management Team if needed.	Official DFE documentation.