



**Woodville
High School**

DIVERSITY INTEGRITY RESILIENCE

Our Woodville

**Preventing and
Addressing Bullying,
Harassment and
Discrimination**

Purpose

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

Definitions

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.

Underlying principles:

- All members of the Woodville 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 DfE documents)
- 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

Forms of Harassment:

RACIAL HARASSMENT

Is treatment that unfairly disadvantages people based on negative attitudes and assumptions 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 or 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

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

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 student's private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

DISCRIMINATION

Discrimination is treating someone unfavourably because of their background or personal characteristic that is protected by law.

Direct discrimination is behaviour that discriminates against another person on the basis of personal characteristics or attributes.

Indirect discrimination is when an unreasonable requirement, condition or practice that purports to treat everyone the same, ends up actually or potentially disadvantageous to someone with a protected personal characteristic because of that characteristic.

Personal characteristics which relate to discrimination matters, are defined by the applicable federal and state laws, and can include: race, including colour, immigrant status, national or ethnic origin, disability age, marital or relationship status, sex or sexuality, sexual orientation, gender identity or intersex status, family responsibilities, breastfeeding, pregnancy, trade union or employer association activity, religious appearance or dress, political opinion, irrelevant medical record, irrelevant criminal record

POSITIVE DISCRIMINATION

Not all discrimination is unlawful. Sometimes referred to as 'positive discrimination', this is behaviour that aims to foster greater equality, for example, providing support and targeted recruitment strategies to support increased employment of Aboriginal people. For more information, refer to Special measures | Equal Opportunity (eoc.sa.gov.au).

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 cyberbullying are investigated appropriately, and that support is given to both victims and perpetrators.

Roles and Responsibilities

All members of the Woodville High School Community:

- Display 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
- Alerting House Group teachers and House Leaders to their roles as promoters of timely and proactive discussion around emerging bullying, harassment and discrimination issues
- 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 THRIVE 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 House Leaders:

- 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 Cyberbullying 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
- House Leaders issue harassment warnings to the people bullying so that those bullied can see that the school acts to prevent bullying
- House Leaders will record warnings in SEQTA and inform Parent/Caregivers
- Staff to make mandatory reports when required. Documentation of report must be passed on to the Principal
- Advise 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 re-priming will result in further disciplinary consequences
- Support the reengagement of students through a Restorative approach 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 THRIVE curriculum involving Bullying and Harassment education.
- Adhere to the school's 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 House Leader
- 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 SEQTA Wellbeing Pastoral section
- Strive to create and preserve a physically and emotionally safe environment
- Be aware that victimisation or re-priming will result in further disciplinary consequences
- Follow the school's 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 as below
- <https://www.esafety.gov.au/>

Educating for Rights and Responsibilities

The following curriculum strategies explicitly address protective factors and behaviours relating to all types of bullying and harassment.

MIDDLE YEARS

Anti-bullying and harassment topics are delivered to all Middle year's students through the HEALTH curriculum.

All middle year's students participate in the Peer Support and THRIVE Program supported by Community Ambassadors,, Wellbeing Leaders, Youth Worker, House Leaders and House Group teachers.

SENIOR YEARS

In the Senior Years Health curriculum, anti-harassment topics are delivered.

Year 10 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.

The THRIVE Curriculum offers senior students a refreshed Seminar on Bullying and Harassment and continued awareness of all forms of bullying especially cyber bullying.

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

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 SEQTA or by emailing and phoning Our Woodville.

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.

Our Woodville adheres to the Public Service **Guideline: Preventing and Addressing Harassment and Discrimination in the Workplace** document 2024

[Guideline-Preventing-and-Addressing-Harassment-and-Discrimination.](#)

Students who experience ongoing incidents report to:

- House Leaders who may, if necessary, refer the matter to Wellbeing Leaders to investigate and intervene
- House Group Teachers, Wellbeing Leaders, Youth worker, 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 SEQTA to notify Wellbeing Leaders of the incident anonymously.

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 issuing 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 SEQTA. A note is placed on the SEQTA system. 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 House 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 SEQTA. The consequences for continuing the adverse behaviour are stated explicitly on the plan. In cases of breaches of ICT Code of Conduct, Cyberbullying 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' guideline. 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.

<https://www.google.com/url?q=https://www.education.sa.gov.au/parents-and-families/curriculum-and-learning/early-years/keeping-safe-child-protection-curriculum-information-parents-and-carers&sa=D&source=docs&ust=1745286946420104&usq=AOvVaw3u4sTyc4dstxwG15MyIzwh>

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 a House Leader, Middle/Senior Years Manager, Executive Members
- Mediating apologies and resolutions about future behaviour through restorative practices.

Legal aspects:

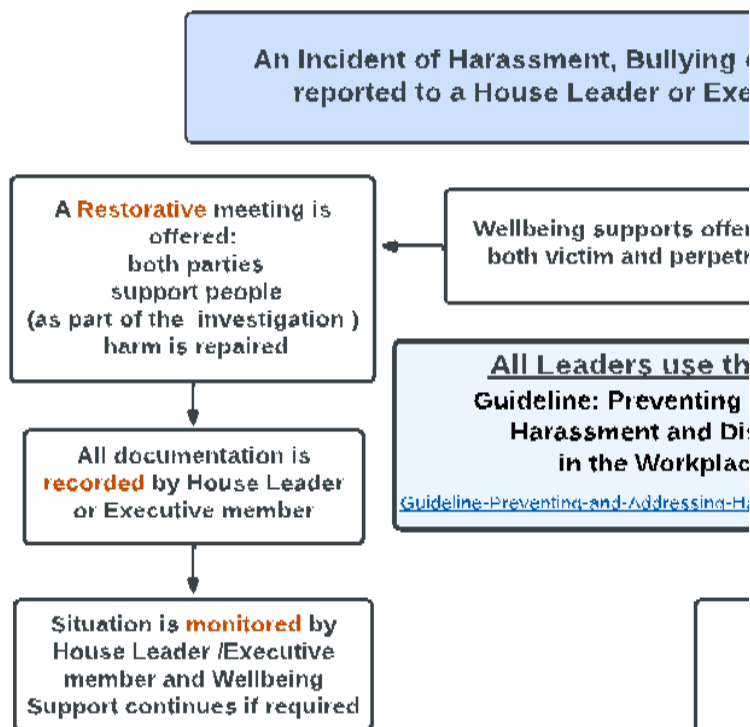
Staff or parents/caregivers might regard an offence as warranting police involvement. A police report must be made by the parents/caregivers attending a police station for this purpose. In these circumstances, a student may be suspended in addition to pending police action, to maintain the wellbeing 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 SEQTA and comments made for staff information
- For suspensions, House Leaders (HL) are to document the incident in SEQTA detailing the offence as "threatened well-being"
- A copy of notes or harassment reports about the incident is kept with the House Leader for future reference if required for legal follow-through
- Wellbeing Leaders will keep electronic copies of Reports sent via the school website



Appendix A

Incident	Student RESPONSE	School Response
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Student is Harassed	Ask student to stop and report it to House Leaders (HL)	If you are harassed School strongly encourage you to report it immediately
	If it continues, make an official harassment complaint. See a HL	They will then interview the student who has been bullied. A warning will be given

Continued ongoing Harassment If Student returns from suspension and continues to transgress	Same student is re-reported by any other student	The HL will interview the person who has bullied and external suspension – up to 5 days	Suspension details in SEQTA. Letter sent to parents.
		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

		<p>Further incidents of continued harassment the steps above will be repeated resulting in external suspension up to 5 days. A Contract between students will be developed with support from the District Student Behaviour Management Team if needed.</p>	<p>Official DFE documentation.</p>
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*In the case of extreme bullying and threats to another member of the school community a student may be suspended as a result of the first incident
All decisions re suspension are at the discretion of the Principal

TEMPLATE: INITIAL RECORD OF ALLEGED INAPPROPRIATE BEHAVIOUR

Reporting employee name	
Position title	
Date of reporting	
Person assisting	

Describe what has happened?

Date: _____ **Time:** _____ **Location:** _____

Who was present?

What was said (or done) and by who?

What was the impact of this behaviour/actions? How did this behaviour make you feel?

How has this behaviour affected your work?

What actions have you taken and, if so, what happened?

Looking at the brief explanations of inappropriate behaviour below, how would you describe the type of behaviour?

Are you aware of the responses to inappropriate behaviour?

(Discuss options as per the relevant agency policy/CPSE guideline and provide a copy)

At this stage, what action would you like to take?

- Reporting of the incident(s) via the WHS restricted system is recommended. This information will help us make the work environment safer.
- Seek initial support from a peer support officer (or similar role in your agency)
- Directly talk to the employee whose behaviour is impacting you
- Request facilitated conversation (e.g. with your manager or HR present)
- Make a formal complaint

For the employee: Your wellbeing is important. Your agency has an EAP provider who can offer support. You can also seek assistance via your general practitioner or union. There are also various phone and online counselling services. Some are listed in the CPSE Bullying for Employees FAQ

Inappropriate behaviours are:

Bullying	Repeated unreasonable behaviour that creates a risk to health and safety in the workplace.
Discrimination	Treating someone unfavourably because of a personal characteristic or attribute that is protected by law (for example racial discrimination).
Harassment	Behaviour which is directed at a person because of a personal characteristic and that could reasonably result in a person feeling offended, humiliated or intimidated or places them in a hostile environment. It can be a single event.
Sexual harassment	Unwelcome sexual advance or request for sexual favours, to another person in circumstances where a reasonable person would anticipate the other person would be offended, humiliated or intimidated.
Victimisation	Subjecting or threatening to subject someone to something detrimental because they have asserted their rights, e.g. made a complaint.
Racial Vilification	Behaviour that incites hatred, serious contempt or severe ridicule of a person or group of persons because of their race.

RESPONDING TO BULLYING FOR MANAGERS



Receive a report from an employee who feels bullied.

- Treat the report seriously. Listen respectfully, without bias, and offer support.
- Ask them what support they need from you.
- Talk about confidentiality requirements and that you may need to formalise the matter because of the risks to health and safety in the workplace.
- Keep a diary record of all conversations and meetings in relation to the matter.

Is this behaviour likely to be bullying because it is repeated, unreasonable and a risk to health or safety?

YES

- Explain options for responding to bullying – provide the agency bullying policy or CPSE guideline and time to consider what option they want to follow (may need a follow up meeting).
- Check their wellbeing, including whether temporary working arrangements are needed.
- Support them to lodge a WHS incident report or offer to lodge one on their behalf. The report does not need to mention names.

NO

Is it other inappropriate behaviour such as harassment (including sexual harassment) or misconduct?

Alternatively, the behaviour may be:

- Appropriate management action
 - Miscommunication
 - Poor team behaviour
- Discuss with HR to determine appropriate response.

OPTIONS

Confirm the option the employee wants to follow. Sometimes an employee just wants to flag a concern but take no further action. In this case, ensure you have documented the conversation and kept a record of it appropriately.

External escalation

- Office for Public Integrity
- Safework SA
- Equal Opportunity SA

Resolve through direct conversation

- Employee to raise issue directly with person behaving inappropriately if safe to do so.
- Referral for counselling or coaching assertiveness.

Alternatively, if appropriate the manager can speak directly to the alleged bully about the behaviour.

Escalate complaint (HR to be involved)

Facilitated resolution

Internal: Facilitated conversation (by HR and/or manager).

External: Facilitated by mediator.

Formal complaint process

Employee lodges a formal complaint through the Agency complaints process, or an investigation (misconduct or WHS) is initiated by the Agency.

Matter is investigated in line with natural justice principles and procedural fairness.

HR will oversee the investigation process.

Principles for dealing with bullying matters

- Treat all matters seriously
- Act promptly
- Protect parties from victimisation
- Support all parties
- Be neutral
- Communicate the process and outcome
- Maintain confidentiality
- Document everything
- Report in WHS system