Bullying and Harassment Policy & Procedure

Swan Reach Area School is a school where people work together with the wider community to develop all students as successful, resilient, life-long learners, with respect for themselves, others and the environment. In order for this to occur the school community provided must be: safe, inclusive, conducive to learning, free from harassment and bullying.

Bullying and harassment are not acceptable in our school or in legislation; they are against the law!

SRAS includes programs within the curriculum that focus on respectful relationships and tolerance through the Pastoral Care program. All members of school communities can be motivated, supported and involved to constructively help stop bullying behaviour. The role of the bystander is emphasised at SRAS by building the responsibility and capacity of everyone in the school community (students, staff and parents) to respond to bullying behaviour by not remaining silent and by 'sticking up' for others and challenging prejudice and 'put-down' attitudes.

Staff, students and families at SRAS work in partnership to acknowledge responsible, positive behaviour on a whole school, classroom, and/or individual basis. This may include: stickers, stamps, certificates, verbal encouragement, smiles, handshakes, acknowledgment in class and school newsletters, recognition at assemblies, negotiated choice of activities, and recognition from other staff members, students and parents.

At Swan Reach Area School behaviour management strategies will be implemented in a way which attempts to assist students to accept responsibility for their own behavioural decisions using the restorative practices model.

**Bullying**

Bullying is repeated verbal, physical, social or psychological 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. SRAS is able to utilise disciplinary procedures for out of hours activities (e.g. cyber bullying) that impact directly on the wellbeing or safety of a student or staff member.

Conflict or fights 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.

**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, i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless.
What can bullying and harassment look like?

<table>
<thead>
<tr>
<th>SEXUAL</th>
<th>RACIST</th>
<th>CYBER</th>
<th>BULLYING</th>
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<tbody>
<tr>
<td>• Unwanted touching or deliberate brushing</td>
<td>• Put-down remarks about your physical</td>
<td>• Is using E-technology as a means of</td>
<td>• Calling you names, teasing, or putting you</td>
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<td>against someone.</td>
<td>appearance or your culture.</td>
<td>victimising others.</td>
<td>down.</td>
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<td>• Calling you by rude names, ridiculing,</td>
<td>• Teasing and name calling.</td>
<td>• Posting another person’s personal</td>
<td>• Threatening you.</td>
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<td>leering, wolf whistling or making sexual</td>
<td>• Making fun of your accent.</td>
<td>details or photographs on line without</td>
<td>• Getting together in a group to frighten you.</td>
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<td>comments.</td>
<td>• Threatening to hurt you.</td>
<td>consent.</td>
<td>• Hiding or destroying your property.</td>
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<td>• Commenting on the size or shape of your</td>
<td>• Hurting you.</td>
<td>• Spreading rumours, calling people names</td>
<td>• Hitting, punching or pushing you.</td>
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<td>body.</td>
<td>• Taking or damaging your property.</td>
<td>on line or via phone, prank phone calls.</td>
<td>• Writing rude or unpleasant notes about you.</td>
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<td>• Pестering you to go out with them or</td>
<td>• Making racist jokes or writing racist</td>
<td>• Setting up someone for ridicule or</td>
<td>• Annoying you (and your parents/caregivers)</td>
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<td>persistently making unwelcome requests</td>
<td>graffiti.</td>
<td>harassment by others.</td>
<td>by making nasty phone calls.</td>
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<td>for sexual favours.</td>
<td>• Racially derogatory language and</td>
<td>• The taking of or passing on of video or</td>
<td>• Demanding money or possessions.</td>
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<td>• Telling you offensive jokes or making</td>
<td>paraphernalia</td>
<td>photographic images of another person.</td>
<td>• Deliberate exclusion from group.</td>
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<td>suggestive comments or rude gestures.</td>
<td>• Calling you names, teasing, or putting</td>
<td>• Vandalising images and walls on social</td>
<td>• Staring, glaring or stalking.</td>
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<td>you down.</td>
<td>networking sites</td>
<td>• Stealing, damaging or hiding other’s</td>
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<td></td>
<td>• Threatening you.</td>
<td>• Using email, voice or text messages to</td>
<td>belongings.</td>
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<td></td>
<td>• Getting together in a group to frighten</td>
<td>threaten or abuse others.</td>
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<td></td>
<td>you.</td>
<td>• Headaches and stomach ache.</td>
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<td>• Hiding or destroying your property.</td>
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What are the impacts of Bullying?

- Not wanting to come to school
- Anxious, fearful or over-reactive
- Low Self esteem and makes negative comments about him/herself
- Lower interest and performance in school
- Injuries, bruising, broken things
- Unhappy, irritable, or little interest
- Trouble sleeping, nightmares, bedwetting
- Expresses threats to hurt self or others.
- Headaches and stomach ache
**How can you help?**

**As Parents You Can:**
- Be aware of signs of distress in your child.
- Assist your child to discuss the problem with a teacher.
- Discourage any planned retaliation, either physical or verbal, by discussing positive strategies they can use.
- Be positive about your child’s qualities and encourage your child to be tolerant and caring.

**As Staff We Will:**
- Adopt positive classroom management strategies and incorporate anti-bullying messages in the curriculum.
- Provide positive role models for students.
- Actively counteract bullying behaviour.
- Respond appropriately to any reported incident of bullying.
- Be obviously present during recess and lunchtimes when we are on duty, as a deterrent to possible incidents of bullying.

**Grievances**
Swan Reach Area School recognises the right of school community members, parents, students, staff to have their grievances addressed. The procedure to be followed in addressing a grievance, in the first instance, is to approach the person with whom you have the grievance.

- **For Students This Means:**
  Arrive a time with a teacher to discuss your grievance. Determine how you will resolve the problem;
  - conflict resolution
  - advocate resolution
  - personal resolution
  If the grievance is not addressed let the teacher know and determine whom else you will need to involve resolving the problem. eg. Principal / Coordinator / Teacher - arrange a time to speak to them.

- **For Parents This Means:**
  Arrange a time to speak to the teacher
  Let the teacher know what you consider to be unjust or unfair
  Determine how the problem will be resolved
  If the grievance is not addressed let the teacher know you will be speaking to someone else - arrange a time to speak to someone, eg. leadership team. If you are still dissatisfied approach the Regional Director or his/ her delegate who will try to assist you to resolve the situation (Murray Bridge Office 85320700).

- **For Staff This Means:**
  Arrange to speak to the person concerned.
  If the grievance is not addressed speak to the line manager of the person involved.
  If the grievance has still not been resolved speak to someone in the leadership team with the support of your line manager.
  If you are still dissatisfied approach the Regional Director who will try to assist you to resolve the situation.
### BULLYING & HARASSMENT PROTOCOL FLOWCHART

**BULLYING OR HARASSMENT OCCURS**

- Ignore it, or
- Not respond, or
- Tell them to stop (even if you are a witness), or
- Tell them how it makes you feel

Tell a trusted student eg SRC Rep, School Captain, close friend and they'll help you to tell a trusted adult. **OR**

Tell a trusted adult eg parent, caregiver, staff member, counsellor. They'll help:

- With strategies to deal with the issue.
- Record the incident and any action taken. (stored with Coordinator)
- Make sure both sets of parents are aware of the incident.

The student, together with the trusted adult, will:

- Ensure the school is formally aware of the issue (Stored in file)
- Work with the school to ensure the safety of the student

The school will deal with the bully through the school’s behaviour management protocol. This will involve investigating to establish facts & substantiate the claim. It may result in:

- Parent notification
- Conferencing with the bully regarding their behaviour
- Suspension and re-entry plans / Exclusion / Expulsion
- Police contact

The School may need to contact the following personnel in certain cases:

- Regional / Assistant Regional Director (Murray Bridge RDO: 85230700)
- School Care Unit (Ph: (08) 8463 6564)

and Document the incident in IRMS.

If the bullying and harassment continues the matter will be forwarded to the Interagency Student Behaviour Management Service and SAPOL. The bullying student will be suspended until agreements regarding their behaviour can be determined.

The school will monitor the enactment of the bullying student’s plan and ensure the safety and well being of the bullied student and bully through communication with and between staff, counsellor and parents.