



## Policy

### Anti-Bullying & Harassment

#### Summary

This policy sets out the framework, guidelines and obligations regarding processes at Seaford Secondary College.

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## 1. TITLE

Anti-Bullying & Harassment

## 2. PURPOSE

## 3. SCOPE

## 4. POLICY DETAIL

### 4.1 Why Is Our School Against Harassment?

**Harassing people is HURTFUL and WRONG and must be STOPPED**

**We believe:**

- ▶ We **ALL** have the right to be treated as worthwhile, important individuals
- ▶ This means being treated fairly and with respect
- ▶ We **ALL** have the right to come to school feeling happy, safe and comfortable
- ▶ People who harass are stopping others from getting as much out of school as they should. Those who are harassed find that it interferes with their learning. Sometimes they change school, or feel that they can't join in
- ▶ We **ALL** have the responsibility to take appropriate action against bullying and harassment
- ▶ We, as a school, have a responsibility to teach our young people about bullying and harassment and the strategies to deal with it

### 4.2 Kinds of Harassment

**There are many ways we can be harassed by other people. These are some examples:**

#### 4.2.1 Physical harassment may include:

- ▶ hitting, punching or pushing you
- ▶ kicking you
- ▶ spitting on you
- ▶ having your possessions interfered with

#### 4.2.2 Verbal harassment may include:

- ▶ name calling or giving others a hard time because they may be good at work, or find work difficult
- ▶ threats



- ▶ “put downs” and offensive comments
- ▶ teasing others because of the way they look or behave
- ▶ teasing others because of their beliefs
- ▶ spreading rumours and gossip
- ▶ being excluded from a group of friends

#### **4.2.3 Racial harassment may include:**

- ▶ picking on others because of their background, skin colour, culture and beliefs

#### **4.2.4 Sexual harassment may include:**

- ▶ touching or brushing up against someone, often and deliberately, when they do not want this to happen
- ▶ repeatedly using names, or making personal comments, about others
- ▶ pestering someone to go out with you when they have said “**NO**”
- ▶ leaving rude comments, drawings or graffiti where others will see them
- ▶ telling crude jokes that you do not want to hear
- ▶ being shown or sent sexual, rude photos
- ▶ using names or making comments about gender or sexuality

**It is unlawful for a student 16 years of age and over to sexually harass another student or staff member.**

#### **4.2.5 Cyber-bullying may include:**

- ▶ email/SMS/MMS/iChat that is offensive and inappropriate
- ▶ sending inappropriate or offensive filmed or photographed images
- ▶ comments on social networking sites such as FACEBOOK that are offensive or inappropriate

**Please refer to the DECD Cyber-Safety Guidelines**

### **4.3 Being Harassed or Bullied**

When we are harassed or bullied we may feel humiliated, angry, embarrassed, frightened, uncomfortable, scared or unsafe. These feelings need to be dealt with.

### **4.4 What can we do about harassment?**

#### **4.4.1 STEP 1**

You may choose to do one or more of the following:

- ▶ Tell the person who is harassing you to stop
- ▶ If a person is harassing you, make it clear to the person that you want them to stop. (Practise saying “Don’t do that please” or “Please stop”)
- ▶ Tell a member of staff



#### 4.4.2 STEP 2

- ▶ **ASK FOR HELP AND ADVICE** from anyone you feel comfortable with – friends, guardians, counsellors, teachers, CPSW, Program Manager
- ▶ If you talk to staff they will discuss possible strategies with you for dealing with the harassment. They will make notes about the incident. This is called an Informal Report.

#### 4.4.3 STEP 3

- ▶ Make a Formal Report – Harassment Forms are available from Student Services, Program Managers, Counsellors and teachers

If you choose to take further action you can ask one of the following:

- ▶ A teacher or Student Counsellor you feel comfortable with to help you sort it out at school level
- ▶ Deputy Principal or Program Manager
- ▶ Principal (an appointment can be made using the referral form at Student Services)

#### 4.4.4 STEP 4

##### After reporting:

If the problem has **been solved** then:

- ▶ No further action taken

**OR**

- ▶ Offender spoken to and provided with counselling

**OR**

- ▶ Disciplinary action taken

If the problem has **not been solved** then:

- ▶ Parents contacted

**OR**

- ▶ Department for Education and Child Development (DECD) contacted

**OR**

- ▶ Advice sought from the Equal Opportunities Officer or DECD Legal and Legislation Unit **AND** the person who supported you will check with you to see how things are going and how you are feeling

**Police may be contacted for advice, intervention or to make a formal report**

#### 4.5 How do we know if our behaviour is upsetting someone else?

Because we care, we can control what happens.



**Sometimes we can harass someone else without meaning to. If we are not sure about our behaviour we can:**

- ▶ carefully watch how our behaviour affects others and decide whether they really like our behaviour or are just pretending to because they are embarrassed
- ▶ check our behaviour and language by asking if the person minds what we are doing
- ▶ stop behaving in that way
- ▶ apologise if we are in doubt
- ▶ always treat other people as equals
- ▶ talk about our behaviour with a friend

**Remember, everyone has the right to be treated fairly and with respect. Everyone has the right to be at our school so that they can work and play and not be harassed.**

## 5. Conclusion

If we are aware of other students who are being harassed:

### **WE have a responsibility to do something ABOUT IT**

If we work together on this problem, we will have a school which is safe, inclusive, good for learning and free from harassment and bullying.

### **TOGETHER we have the power to STOP IT**

#### **5.1 What We Do At Seaford Secondary College to Provide a Safe Environment for All**

##### **5.1.1 Prevention Strategies:**

- ▶ we use our positive school values to foster an environment of respect
- ▶ we use our Pathways and Futures Program to teach students about respectful relationships
- ▶ our Teaching and Learning Communities foster a caring environment where students are related to as individuals
- ▶ we regularly seek feedback from all students about their safety and wellbeing
- ▶ we provide opportunities for students to have a say in their learning
- ▶ we aim to teach students about violence prevention, conflict resolution, anger management and problem solving
- ▶ we develop policies to promote student safety
- ▶ we teach about diversity and encourage school members to accept and value difference
- ▶ we provide Professional Development annually for staff in collaboration with local agencies

##### **5.1.2 Intervention Strategies Include:**

- ▶ counselling for those bullied or harassed **AND** for those who feel the need to bully others
- ▶ contacting parents to discuss strategies
- ▶ consequences for bullies
- ▶ teaching students to be more responsible bystanders
- ▶ ensuring that staff know how to deal with bullying effectively, respectfully and consistently



### 5.1.3 Post-Interventions:

- ▶ monitor those bullied or harassed to ensure safety and wellbeing
- ▶ monitor the behaviours of the bullies
- ▶ contact parents to assess strategies and monitor wellbeing
- ▶ review yard duty and any hot spots
- ▶ review and evaluate behaviour codes/policies

## 6. MONITORING, EVALUATION & REVIEW

This policy will be subject to review every 3 years by the Leadership Team in consultation with relevant stakeholders, or earlier if required, to comply with any change to school policy or applicable legislation, government or departmental policy.