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HIGH SCHOOL**

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Bullying & Harassment Policy

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Government of South Australia
Department for Education and
Child Development



CIS WE ARE AN
ACCREDITED
SCHOOL

Statement, Definitions and Roles

1.1 STATEMENT:

Our Henley High School Community believe

- *Each person has the right to feel safe*
- *Each person needs to THINK about the effect that their actions may have on others*
- *Each person needs to CARE for themselves and others*
- *Each person needs to ACCEPT that we are not all the same*

Henley High School does not tolerate harassment or bullying in any form.

2.1 DEFINITIONS:

2.1a Bullying is repeated intimidation of someone or a group of people with whom the offender means to hurt, isolate, threaten, exclude or embarrass. It is an ongoing misuse of power in relationships through repeated verbal, physical, written, visual and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). It is important to recognise that bullying may cause distress not only at the time of the incident but also by threat of future incidents occurring.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.

According to Rigby (1996), it involves the following seven key features:

1. An initial desire to hurt.
2. The desire is expressed in action.
3. Someone is hurt – emotionally or physically.
4. It is directed by a more powerful person or group against someone less powerful.
5. It is without justification.
6. It is typically repeated.
7. It is delivered without empathy.

2.1b Cyberbullying explicitly refers to bullying that occurs through information and communication technologies such as the internet and mobile phones. Forms of cyber bullying may include (but is not restricted to):

- Sending offensive text messages, Instant Messages, pictures or prank phone calls
- Using a person's screen name or password to pretend to be them
- Forwarding private emails, messages, pictures or videos to others or unintended recipients
- Posting negative comments or compromising pictures
- Intentionally excluding others from an online group

2.1c Harassment is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender, gender identity, gender expression
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

Some examples of harassment include where students:

- ridicule someone who doesn't speak English
- tease someone who wears different clothes due to religion/beliefs
- put down someone who is obese or very thin
- make suggestive comments or insults based on sex or suggesting uniformed labels about one's gender based on how they appear
- make presumptions about one's sexuality, tease them about the label they chose to identify as or their choice of relationship/s
- put down someone who has a certain living arrangement or upbringing
- make fun of someone who needs a wheelchair or walking frame for mobility

Harassment may occur even if it is not intentional. It is the impact of the behaviour on the person concerned that is important, not the intention of the 'harasser'. The medium through which harassment can occur is vast– it may be physical, verbal, written, visual (including harassment through technologies such as the internet and mobile phones) and involve gestures, exclusion or extortion. Furthermore, harassment may be sexual in nature (see below for policy relating to sexual harassment within the school).

Harassment can take many forms:

- **Exclusion/Isolation**

An individual or a group: - deliberately excluding you from a group or social activities, influencing others within a group to deliberately exclude you

- **Libel/Slander**

An individual or a group: - spreading rumours or gossip about you, damaging your work or belongings, calling you names, putting you down or teasing you.

- **Racism**

An individual or group: - words or actions based around one's colour, race, nationality, or ethnic or national origins. The harassment may be verbal or physical and can also include attacks on property.

- **Discrimination**

An individual or a group: - making degrading comments or gestures about your culture or your background, calling you names because of your race, telling jokes or showing offensive material, deliberately excluding you because of your race.

3.1 Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature against another individual, where the other individual reasonably feels offended, humiliated or intimidated. In accordance with sections 28A (1) of the Sex Discrimination Act (1984) a person sexually harasses another person (the person harassed) if:

- (a) The person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person harassed; or
- (b) Engages in other unwelcome conduct of a sexual nature in relation to the person harassed; It is the *effect* of the behaviour on the receiver that is relevant not the intent.

Sexual harassment behaviours may include (but is not limited to):

- Uninvited physical contact including touching and kissing
- Verbal remarks with sexual connotations
- Any action or comment of a sexual nature
- Sexual pictures, objects, phone calls, emails, text messages, letters or literature
- Questions or insinuations about a person's private life
- Direct or implied propositions or requests for dates or sexual favours where these are unwelcome
- Questions about sexual activity
- Sexually explicit jokes, banter or innuendo
- Viewing, downloading or printing pornography or sexually explicit material

3.1a Homophobia

An individual or a group: - using words such as: "homo, gay, fag, dyke or lezzo" in a negative manner, spreading rumours or making offensive remarks about your sexuality, whether true or not.

3.1b Transphobia

*Gender describes the characteristics that a society or culture delineates as masculine or feminine. So while your **sex** as male or female is a biological fact that is the same in any culture, what that **sex** means in terms of your **gender** role as a 'man' or a 'woman' in society can be quite different cross culturally. Using words such as "tranny, he-she" in a negative manner, spreading rumours or making offensive remarks about your sexuality, whether true or not.*

ROLES & PREVENTATIVE ACTIONS

4.1 Student Responsibilities

Always respect the rights of others, including the right to be different. Refuse to be involved in any bullying situation. If you are present when bullying occurs then:

- If it is safe, tell the person that they are being a bully and to stop the behaviour.
- Support the person who is being harassed or bullied (see Bystander's Code 4.3) and request help from a teacher at the time of the incident.
If no teacher is present report the behaviour to your Mentor Teacher, Sub-School Manager/Year Level Coordinator or a teacher of student's choice as soon as possible after an incident occurs.

Failure to act will be interpreted as supporting the harassment or bullying

Self-help is often the first step to address bullying and harassment situation. Students are encouraged to be independent and proactive by following the 3 step method outlined below.

1. Ignore them and walk away. Many bullies will gain pleasure out of your acknowledgement or reaction. In the first instance, try ignoring them or simply walk away so they are not given the response they are after.
2. Be assertive. If the bullying or harassment continues, ask them to stop. At this stage, it is important to communicate your feelings and to set clear boundaries about what you would like them to stop. Be assertive, but not aggressive. The bully may not realise they are being hurtful.
3. Report. If, after step 2 the bullying or harassment continues, or you do not feel safe to attempt steps 1 and 2, then you must report the behaviour immediately to a teacher or other staff member. Reporting is not "dobbing" and it is necessary to solve the problem.

4.1a Process if a student is harassed by another student

- Tell the person who is harassing them to stop it as they don't like it
- If it occurs again then report it to a teacher, mentor, sub-school manager/year level coordinator or counsellor
- The staff member will follow the DECD procedures in relation to harassment which may include giving formal warnings, informing parents and suspensions from school. This will be recorded on EDSAS as 'Threatening the good order of the school' through harassment / bullying.

4.1b If a student is being harassed by a teacher

- Tell the teacher who is harassing them that they are being harassed and they wish it to stop
- If the harassment continues, report it to your mentor, a counsellor, sub-school manager/year level coordinator or a member of the leadership team
- A mediation process will be used to resolve the problem
- If harassment continues, a formal complaint may be made to the Principal
- If harassment continues, a formal complaint may be made to the Department of Education and Child Development (DECD).

4.2 If a teacher is being harassed by a student

- Tell the student that they are being harassed and they wish it to stop
- If the harassment continues, report it to a counsellor, line manager, year level manager/coordinator or a member of the leadership team
- A mediation process will be used to resolve the problem

- If the harassment continues the school will follow the DECD procedures in relation to harassment which may include giving formal warnings, informing parents and suspensions from school. This will be recorded on EDSAS as 'Threatening the good order of the school' through harassment / bullying.

4.3 The Role of the Bystander

As a school community, we do not want any cases of bullying or harassment to go unreported. This means that we need to speak up, rather than be silent bystanders. In attempts to prevent bullying and harassment, students need to:

1. Refuse to be involved in any situation of bullying and harassment
2. If present when bullying and harassment occurs
 - If appropriate, take some form of preventative action – ask for the bullying to stop and tell them that what they are doing is not okay
 - Report the incident, or suspected incident, to a teacher
 - Be supportive. Ask the person if they are okay and if they would like assistance
3. Refuse to be a silent bystander – a bystander who witnesses bullying or harassment and does nothing about it gives the bully permission to continue.

4.4 Staff Responsibilities

Staff have a duty to ensure that any bullying or harassment brought to their attention or personally witnessed, is addressed as soon as possible. In almost all cases, information should be shared immediately with the appropriate staff, to enable the best possible response. Additionally, staff have a responsibility to:

- Model positive communication, both verbal and non-verbal
- Be observant of signs of distress or suspected incidents of bullying and take action
- Make efforts to remove occasions for bullying and harassment by active patrolling during yard duty
- After incidents have occurred closely monitor victims and offenders.
- Reduce opportunities for bullying by being punctual to lessons and supervising access to lockers
 - If a student reports a bullying or harassment incident or you witness a bullying or harassment incident:
- Listen and provide support to the victim of bullying by acknowledging the nature and seriousness of bullying behaviour and ensure their safety.
- Find out the background and attempt to resolve the incident.
- Fill out a Harassment Form and pass on to sub-school manager/year level coordinator
- Refer the incident to the sub school manager/year level coordinator if further action is necessary.
- Offer the victim the option of counselling support or other appropriate action.
- Participate in proactive education to make known the school's policy, develop strategies for coping with bullying/harassment and create a climate in the school where bullying and harassment are not tolerated.

4.5 Sub-school Manager/Year Level Coordinator Responsibilities

- Provide support to targets of bullying.
- Record and monitor incidents of bullying behaviour.
- Put in place anti- bullying procedures as appropriate
 - Establish what happened
 - Collect information from bystanders where there is a dispute about what occurred
 - Ask the perpetrator to acknowledge the behaviour and agree to stop it (See Harassment form).
 - Initial follow up is best done as soon as possible after an incident occurs.
 - Contact parent/s of the student who has been bullying another/others
 - Monitor outcome by encouraging victim to report back if behaviour is repeated.
 - Keep Mentor Teacher informed.

4.6 School Responsibilities

- Disseminate Policy and Procedures (Mentor Groups)
- Inclusion in Curriculum
- Review success annually
- Encourage students to discuss the effects and consequences of bullying.
- Encourage students to report any incidents of bullying.
- Contact the school if you aware that any child is being bullied or suspect that it is happening.

4.7 Parent Responsibilities

The school expects parents to support the actions of staff in implementing a supportive environment by:

1. Watching for signs of distress in their children.
2. Taking an interest in their children's social life and acquaintances.
3. Advising their children to report any incidents to a staff member. It is recommended that the students be allowed to report and deal with the incident themselves. In this way they can build their resilience through taking the initiative in dealing with the incident.
4. If the student is not confident in reporting an incident, inform the school if bullying or harassment is suspected.
5. Keeping copies of evidence of bullying such as printed versions or screen shots from social media.
6. Encouraging their children not to retaliate.
7. Communicating to their children that parental involvement may be appropriate depending on the situation.
8. Being willing to attend interviews if their children are involved in any incident of bullying or harassment.

5.1 Confidentiality

The details of complaints of bullying and harassment will remain confidential unless specific permission from the complainant is granted, disclosure is required by law or where limited disclosure is required as part of the investigation process. Any person who breaches confidentiality may be disciplined.

6.1 Responsibilities

Senior School & Middle School Assistant Principals	Accountable for ensuring that appropriate and relevant policies and procedures are developed, implemented and reviewed on a regular basis
Management/ Leadership	Are responsible for approving the policy
Line Manager	Should be the first point of contact for staff who may have questions regarding this policy
Staff Member	Is responsible for adhering to this policy and referring any questions they have to their line manager
SS Wellbeing Coordinator	Delegated responsibility for ensuring that the policy is reviewed and updated, communicated to staff, and available on the school intranet and website

7.1 Version Control

Version	Date Released	Approved by	Amendment
1	6/11/2007	Liz Schneyder Principal	Policy created
2	24/7/2015	Mark Adams SS Assistant Principal	Reviewed and updated
3	31/08/2015	Mark Adams SS Assistant Principal	Published on Policies & Processes OneNote
4	15/12/2016	Mark Adams SS Assistant Principal Trevor Cibich MS Assistant Principal	Anti-bullying Policy, Harassment Form, Formal Harassment Letter and Bullying & Harassment Policy reviewed and updated

References

- A8 Policy on Dealing with Grievances and Complaints
- C3 Child Protection Policy
- Sex Discrimination Act (Cth) 1984
- Racial Discrimination Act (Cth) 1975
- Racial Hatred Act (Cth) 1995
- Disability Discrimination Act (Cth) 1992
- Human Rights and Equal Opportunity Commission (HREOC) Act (Cth) 1986
- Rigby, K. (1996) Bullying in schools and what to do about it. Melbourne: Australian Council for Educational Research.
- The Equal Opportunity Commission has information about sexual harassment on its website, www.eoc.sa.gov.au and can be contacted for help on 8207 1977 or for country callers 1800 188 163.