



MOONTA AREA SCHOOL

Anti-Bullying, Harassment and Discrimination Policy

**AT MOONTA AREA SCHOOL ALL
STUDENTS AND STAFF HAVE A RIGHT TO BE SAFE**

The Bullying, Harassment and Discrimination policy at Moonta Area School is based directly on the definitions outlined in the document "Safer DECD schools" (DECD, 2011, pages 4-5 and definitions from the "Bullying No Way" website - <http://www.bullyingnoway.gov.au/teachers/facts/definition.html>)

Rationale – All members of the school community have the right to feel safe and work in a safe learning environment free from bullying and harassment. This belief is articulated in the school's vision:

Vision Statement

Moonta Area School will deliver flexible learning to reflect individual needs in a changing world.

School Motto

Learning, Caring, Sharing: the Future is in our hands

Aims

To maintain a safe, inclusive environment free from bullying and harassment that is conducive to learning. This includes the safety of physical spaces such as classrooms, common areas and school grounds as well as creating a cyber-safe environment.

To communicate a clear message that bullying and harassment are not acceptable behaviours within our school and wider community.

To provide intervention and support those who have been bullied or harassed and people participating in bullying/ harassing behaviours.

To empower bystanders to stand up for what is right.

Review Date – Formal Review: 2019 with yearly reference points for all staff, students and parent/caregivers.

Bullying

Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying in any form or for any reason can have long term effects on those involved, including bystanders.

Cyber-bullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not regarded as bullying.



MOONTA AREA SCHOOL

Learning, Caring, Sharing: The future is in our hands



Examples of Bullying →

- **Physical:** hitting, pushing, touching, grabbing, looks, stares, facial expressions, gestures, spitting, taking or damaging property.
- **Verbal or written:** spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, spreading rumours, repeatedly tease, imitate or make fun of the same targets, whisper behind their backs on a frequent basis.
- **Graffiti:** using pictures tags or words.
- **Social:** forming groups to leave out, ignore and disrespect, influencing, encouraging or organising someone else to be involved in any type of bullying or harassment, repeatedly exclude or ignore the same target.
- **Cyber:** using email, the internet, instant messaging, chat rooms, gaming, voice and text messaging, social networking sites, photographic and video images.

Behaviours that do not constitute bullying include →

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.
- Not all online issues constitute cyberbullying.

However, these conflicts still need to be addressed and resolved.

It is important to remember that **bullying and violence** are not the same issue. Violence is often an outcome and is certainly an arm of bullying. If bullying can be addressed in its earlier stages then many instances of violence could be prevented. It is important that bullying and violence are treated as separate issues with their own responses, but both issues are as important as each other and both can have a devastating effect on young people.

Harassment

Harassment is behaviour that targets an individual 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; and/or 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. Harassment may be intentional or unintentional; it may also be** directed randomly or towards the same person(s).



Examples of Harassment →

- Ridiculing someone who doesn't speak English
- Teasing someone who wears different clothes due to religion/beliefs or socio-economic background
- Making fun of someone who needs assistance such as an SSO, a wheelchair, a walking frame etc.
- Putting down someone who is obese or very thin.
- Telling offensive jokes deliberately to put down a particular societal group.
- Racist or culturally insensitive jokes, remarks, comments or gestures.
- Offensive telephone calls, letters, e-mails or mobile phone text messages.
- Posting filmed or photographed images or comments on social networking sites.
- Making suggestive comments or insults based on sex
- Homophobic jokes, remarks, comments or gestures.
- Unwelcome touching, hugging, kissing, brushing up against a person, staring or leering.
- Suggestive comments or jokes; sexually explicit pictures, screen savers, posters, graffiti, letters, messages, magazines or any other visual or written medium.
- Unwelcome invitations to go out on dates.
- Requests for sex.
- Inappropriate and intrusive personal; questions about a person's private life or his/her body.
- Insults, taunts, teasing or name calling of a sexual nature; or sexually explicit conversation.
- Accessing sexually explicit or offensive internet sites.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Examples of Discrimination→

- Excluding children of a different culture, sexual orientation, socio-economic group from a friendship group
- Refusing to include a student with a disability in their game.

Discrimination interferes with the legal right of all people to be treated fairly and have the same opportunities as everyone else.

**ALL FORMS OF BULLYING, HARASSMENT AND
DISCRIMINATION ARE WRONG AND
WILL NOT BE TOLERATED.**

MOONTA AREA SCHOOL BULLYING, HARASSMENT AND DISCRIMINATION PROCESSES AND CONSEQUENCES

If safe, politely and assertively ask the offender(s) to stop. If you do not feel confident enough to do this then ask your teacher, coordinator or a counsellor to help you to do this. Make sure you are not doing anything to provoke the situation. Keep any relevant evidence to show for example, written messages, text messages, email or video.

An option at this point would be to arrange a Restorative Practice meeting with a staff member or counsellor. Restorative Practice creates opportunities for those involved in a conflict to work together to understand, clarify and resolve the situation, work towards repairing the harm caused and form an agreement.



- Student Wellbeing Leader – Daniel Richardson

IF IT CONTINUES

Report to a staff member who will record the information on an “Incident Report Form”. This form will then be passed on to the relevant coordinator for further investigation.

- R-2 Coordinator
- 3-6 Coordinator
- 7-9 Coordinator
- 10-12 Coordinator

If a student does not feel comfortable meeting with a staff member at any stage they are able to complete an “Incident Report Form” and hand it to a staff member. (Incident report forms can be printed from the Moonta Area School internet page).

Consequence 1 (Sticky Note) → If verified, the relevant coordinator or a leader will send a “1st Offence” sticky note home to the parents/caregivers via the communication book or diary.

A copy of the “Incident Report Form” for each student involved will be given to the Deputy/Assistant Principal/Principal and kept in a central location (Deputy Office).

IF IT CONTINUES

Another “Incident Report Form” will be recorded for each student involved and given to the relevant coordinator or leader for further investigation.

If bullying is verified a copy of the “Incident Report Form” for each student involved will be given to the Deputy/Assistant Principal/Principal and kept in a central location (Deputy Office).

Consequence 2 (Take Home) → The offending student is then sent home for the rest of that day. He/she fills in a responsible learning reflection form ready to bring to the re-entry meeting where a Responsible Learning Plan will be written by the student with the support of their parent and school leader.

The student will be responsible for using their Responsible Learning Plan to guide their behaviour. This includes self-assessment of goals achieved and asking teachers to assess their behaviour against their set goals. This monitoring process lasts for a minimum of 1 week and requires a parent signature daily.

If the bullying is occurring during break times, there will be loss of break time, where the offending student will spend their lunch or recess break in the Yard Time Out Room. This is recorded. Ongoing time spent in the Yard Time Out Room, leads to restricted yard play and / or separate play and / or supervised play. Failure to comply will result in suspension and intensive support to change the unwanted behaviour.

IF IT CONTINUES

Another “Incident Report Form” will be recorded for each student involved and given to the relevant coordinator or leader for further investigation.

If bullying is verified a copy of the “Incident Report Form” for each student involved will be given to the Deputy/Assistant Principal/Principal and kept in a central location (Deputy Principal's office).



Consequence 3 (Suspension) → A 1 to 5 day suspension will be served by the student. They will complete work while away and will also complete a Responsible Learning Reflection Form. A re-entry meeting is held where a Responsible Learning Plan will be written by the student with the support of their parent and school leader.

The student will be responsible for using their Responsible Learning Plan to guide their behaviour. This includes self-assessment of goals achieved and asking teachers to assess their behaviour against their set goals. This monitoring process lasts for a minimum of 1 week and requires a parent signature daily.

IF IT CONTINUES

Consequence 3 will be repeated and may result in another 3-5 day suspension or lead to exclusion/expulsion.

DOCUMENTING INCIDENTS

Staff will document all incidents reported to them on an "Incident Report Form". This is vital in establishing a case against an alleged bully and in subsequent monitoring. This documentation needs to be given to Deputy/Assistant Principal/Principal. Copies of the R-6 "Incident Report Form" (appendix A) and the 7-12 "Incident Report Form" (appendix B) accompany this policy and are to be used to document incidents of bullying. Each record needs to be dated and records dealing with the same student kept together, in a central location (Deputy Principal's office). Documentation should be stored in the student's file at the end of the year.

IF VICTIMISATION OCCURS

Victimisation is when the person/s who bullies tries to get back at you for reporting what they are doing. This will be taken very seriously and may lead to immediate consequences such as suspension. If the person/s engaging in bullying behaviours threatens to get you outside of school or continues this behaviour outside of the school, this can be reported to the police who will deal with the matter. Please note that if the victimisation happens outside of school but affects anyone that studies or works at Moonta Area School, suspension or exclusion may be considered.

NOTES

- ◆ A severe clause exists. That is incidents that involve physical violence, abusive and / or threatening language towards staff or that threaten the safety of others will lead to direct suspension from school at the discretion of the Assistant Principal or Principal.
- ◆ A counsellor may be involved at any stage in this process in counselling the victim/s and / or perpetrators. They will also document their involvement and these notes may be passed on to the Assistant Principal or Principal with the permission of the student. The counsellor will NOT suspend a student.
- ◆ The process outlined above does not necessarily have to be in relation to bullying one student, the person who is engaging in bullying behaviours may have several 'targets.' Each incident is taken as a step whether involving the same or a different student.
- ◆ Incidents of bullying, harassment and discrimination are cumulative. (R-6 incidents reset each year, 7-12 incidents remain active until the student leaves the school).



**REPORT BULLYING, HARASSMENT AND DISCRIMINATION AS SOON AS IT HAPPENS.
DO NOT IGNORE IT AS IT SOMETIMES GETS WORSE.**

WHAT WE DO TO REDUCE BULLYING

PREVENTION STRATEGIES

- ◆ We run programs within the R-12 curriculum designed to reduce bullying and teach students to interact in a positive manner. These include conflict resolution, anger management, violence prevention, how to make friends, keeping yourself safe. These and other social skills are taught in the health curriculum and as stand-alone programs such as: Bounce Back, Child Protection Curriculum, Well-being Week, Play is the Way, Rock and Water and Cyber Safety.
- ◆ Develop programs which help students to participate and have a voice in matters relating to bullying and behaviour management. These include Student Voice and class meetings.
- ◆ Provide professional learning for staff to enable them to implement the programs mentioned and to assist students with regard to bullying.
- ◆ Work in collaboration with other agencies for the wellbeing of all students. These include Families SA, CAMHS and DECD support services.
- ◆ The Wellbeing Committee meets regularly to develop policy and strategies to ensure safety and wellbeing of all members of the school community.
- ◆ Regularly reminding students of this policy and procedures.

INTERVENTION STRATEGIES

- ◆ Counselling students who have been bullied.
- ◆ Counselling students who are bullying others.
- ◆ Talking with parents and caregivers about the situation.
- ◆ Putting consequences in place for those who bully others.
- ◆ Teaching students who are bystanders to support victims and report incidents.
- ◆ Ensuring that all staff know how to address bullying effectively, respectfully and consistently.

POST – INTERVENTION STRATEGIES

- ◆ Monitoring the situation to ensure the safety and wellbeing of all students.
- ◆ Talking with parents and caregivers about strategies.
- ◆ Reviewing playtime procedures with all students who are involved.
- ◆ Reviewing Student Behaviour Management Policy.
- ◆ Use Restorative Justice Practices

HELPFUL WEBSITES & PHONE NUMBERS

Bullying No Way! - www.bullyingnoway.com.au

Cybersmart Kids - www.cybersmartkids.com.au

Net Alert - www.netalert.net.au

Kids Help Line - 1800 551 800 or www.kidshelpline.com.au

Child and Youth Health - 1300 364 100 (parent hotline) or www.cyh.com.au

DECD parent helpline – 1800 222 696



ROLES AND RESPONSIBILITIES

Person who is being bullied or harassed:

- ◆ If safe, ask the person or persons to stop the behaviour.
- ◆ Report to a staff member if not confident to do so or if the behaviour has not stopped.
- ◆ Refrain from retaliating.
- ◆ Do not take their frustration out on others.
- ◆ Keep evidence for example, Cyberbullying messages.

Bystanders:

- ◆ If safe, attempt to politely and assertively intervene with, or on behalf of, the victimised student.
- ◆ Report to a staff member if you witness bullying, harassment and/or discrimination and the victim has not reported it.
- ◆ Abstain from being a bystander, as often without an audience the behaviour will stop.
- ◆ Never support the perpetrator by encouraging the behaviour.

Person who is bullying or harassing:

- ◆ Takes responsibility for their identified, unwanted behaviours
- ◆ Is made aware of what they are doing is unacceptable
- ◆ Attends a Restorative Justice Meeting
- ◆ Apologises for their behaviour
- ◆ Follows through with the arranged consequence

Staff:

- ◆ Teachers will follow up and record acts of bullying, harassment and discrimination.
- ◆ A copy of the **Incident Report Form** must be completed and given to the Deputy Principal/Assistant Principal/Principal.
- ◆ Support students, including telling the person who is bullying to stop the identified behaviour/s.
- ◆ Educate students on the potential effects of bullying, harassment and discrimination using recognised programmes.
- ◆ Equip students with the knowledge, skills and disposition to effectively and assertively manage a situation of bullying, harassment and/or discrimination.
- ◆ Staff need to be particularly careful with viewing suspected Cyberbullying messages and should inform the Principal if they require support.

Student Wellbeing Leader:

- ◆ Where appropriate engage in Restorative Practice with the bully and victim as a means of attempting to resolve the situation.
- ◆ Provide support to the victim.
- ◆ Provide support to bystanders if they have been upset from what they have witnessed.
- ◆ Follow up incidents to see if the relationship between the bully and victim has improved.

Principal / School Leadership:

- ◆ Follow up on Cyberbullying which occurs between students; including outside of school time and school grounds.
- ◆ Work with staff, parents, students and the wider community to combat all forms of bullying through curriculum initiatives, guest speaker presentations.



- ◆ Collect Incident Report Forms, investigate and action Take Home and Suspension procedures where appropriate.
- ◆ Collate and store the Incident Report Forms in line with the policy.

Parents:

- ◆ Work with Moonta Area School to educate students on the consequences of bullying, harassment and discrimination and promote pro-social relationships.
- ◆ Monitor their child's use of ICTs at home.
- ◆ Show an interest in their child's online behaviours and use of technologies.

IF BULLYING, HARASSMENT AND DISCRIMINATION IS IGNORED IT SOMETIMES GETS WORSE.

PREVENTION STRATEGIES

- ◆ We run programs R-12 within the curriculum designed to reduce bullying and teach students to interact in a positive manner. These include conflict resolution, anger management, violence prevention, how to make friends, Bounce Back Program, keeping yourself safe. These and other social skills are taught in the health curriculum and as stand-alone programs such as 'Rock and Water' and 'Self Esteem'.
- ◆ Developing programs, which help students to participate and have a voice in matters relating to bullying and behaviour management. These include Student Voice and class meetings.
- ◆ Provide professional learning for staff to enable them to implement the programs mentioned above and to assist students in regard to bullying.
- ◆ Work in collaboration with other agencies for the wellbeing of all students. These include Families SA, CAMHS and DECD support services.
- ◆ Wellbeing Committee meets regularly to develop policy and strategies to ensure safety and wellbeing of all members of the school community.
- ◆ Regularly reminding students of this policy and procedures through posters, class teachers, class meetings, and newsletter items.

INTERVENTION STRATEGIES

- ◆ Counselling students who have been bullied.
- ◆ Counselling students who are bullying others.
- ◆ Talking with parents and caregivers about the situation.
- ◆ Putting consequences in place for those who bully others.
- ◆ Teaching students who are bystanders to support students and report incidents.
- ◆ Ensuring that all staff members know how to address bullying effectively and respectfully.
- ◆ Monitoring the situation to ensure the safety and wellbeing of all students.
- ◆ Talking with parents and caregivers about strategies.
- ◆ Reviewing yard duty procedures.
- ◆ Reviewing Student Behaviour Management Policy.



R-6 Incident Report Form

Date _____

- My name is _____
- My Teacher is _____
- Who was feeling bullied? _____
- Who was the person or people bullying? _____
- Has this happened before? YES NO
- What happened?



Exclusion
Being ignored, left out on purpose, or not allowed to join in.

Physical
Being hit, kicked or pushed around.

Verbal Abuse and Teasing
Being made fun of and teased in a mean and hurtful way.

Lies or Rumours
Lies or nasty stories are told about someone to make other kids not like them.

Threats
Being made afraid of getting hurt.

Cyber Bullying
Having mean text, email or instant messages sent about you t / s

Teacher recording _____

Action: _____

PLEASE FORWARD THIS FORM TO THE APPROPRIATE COORDINATOR or LEADER

- R-2 Coordinator
- 3-6 Coordinator



Appendix C

BULLYING, HARASSMENT AND DISCRIMINATION POLICY– FLOW CHART

If safe, politely and assertively ask the offender(s) to stop OR ask a staff member to help you to do this. Arrange a Restorative Practice meeting with a staff member or counsellor.



If it continues – “Incident Report Form” completed and given to the relevant coordinator.



Consequence 1 (Sticky Note) → If verified the relevant coordinator will send a “1st Offence” sticky note home to the parents/caregivers via the communication book or diary



If it continues – “Incident Report Form” completed and given to the relevant coordinator or leader.



Consequence 2 (Take Home) → The offending student is then sent home



If it continues – “Incident Report Form” completed and given to the relevant coordinator or leader.



Consequence 3 (Suspension) → A suspension will be served by the student.



If it continues – Consequence 3 will be repeated and may result in another suspension or lead to exclusion/expulsion.

