



## Bullying & Harassment Policy

### DOCUMENT CONTROL

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# Marryatville High School

## Bullying & Harassment Policy

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### Purpose

To provide a safe, inclusive, and respectful environment where students can achieve their potential without fear of bullying and harassment.

Marryatville High School is committed to preventing and addressing all forms of bullying and harassment. This includes:

- Creating awareness and understanding of bullying and harassment through education and training.
- Implementing preventive measures and educational programs.
- Establishing clear procedures for reporting and responding to incidents.
- Providing support for victims and addressing the behavior of perpetrators through restorative practices.

This policy applies to all students, staff, and visitors of Marryatville High School.

### Definitions

#### *Bullying:*

Ongoing, deliberate misuse of power in relationships through repeated verbal, physical, or social behavior intended to cause physical, social, or psychological harm.

#### *Harassment:*

Unwanted behavior that offends, humiliates, or intimidates, often based on characteristics such as race, gender, disability, or sexual orientation.

#### *Cyberbullying:*

Bullying that occurs through digital platforms, including social media, messaging apps, and other online channels.

#### *Discrimination:*

Unfair or unequal treatment of an individual based on attributes such as race, gender, disability, religion, or sexual orientation.

### Guiding Principles

Our policy is grounded in our school KARRA values:

*Kindness:* Foster a caring and supportive school environment.

*Achievement:* Ensure every student can achieve their full potential in a safe setting conducive to learning.

*Respect:* Promote mutual respect and understanding among the school community.

*Resilience:* Encourage students to develop coping strategies and support systems.

*Accountability:* Hold individuals accountable for their actions and support positive changes.

### Wellbeing Framework Integration

At Marryatville, our Wellbeing Framework supports the development of students by emphasizing emotional, cognitive, social, and physical wellbeing.

*Emotional Wellbeing:* We support students in developing self-awareness, emotional intelligence, and resilience. This helps them bounce back from adversity and maintain healthy relationships.

*Cognitive Wellbeing:* We foster the use of academic knowledge and higher-order reasoning skills, preparing students to be lifelong learners and engaged citizens.

*Social Wellbeing:* We promote healthy relationships among students, their families, peers, and teachers, enhancing their sense of connectedness and belonging.

*Physical Wellbeing:* We educate students on physical development and healthy lifestyle choices to manage risks safely.

## Preventive Measures

*Education and Training:* Provide workshops and training for students, staff, and parents on identifying, preventing, and responding to bullying and harassment.

*Positive School Culture:* Promote activities and initiatives that build a positive and inclusive school culture aligned with our values, such as Multicultural Day, 'Splendor in the Trees', peer support programs, and inclusive events.

*Curriculum Integration:* Incorporate lessons on kindness, respect, resilience, and accountability into the school curriculum. Health, LEAF (year 8 only) and Student Life Program, Senior School Child Protection Curriculum workshops, will include specific content on bullying, harassment, and respectful relationships.

*Digital Citizenship Education:* Teach students about responsible online behavior, the impact of cyberbullying, and how to stay safe online.

## Reporting Procedures

*Confidential Reporting:* Provide confidential ways for students and staff to report incidents, through the Wellbeing Hubs, Wellbeing Leaders, Youth Workers, Senior Social Worker, or a trusted teacher or staff member (e.g. Home Group Teacher).

*Clear Process:* Outline the steps taken once a report is made, including investigation, documentation, and follow-up actions. Ensure transparency and confidentiality throughout the process.

*Mandatory Reporting:* Ensure that staff are aware of their obligations to report serious incidents and that they understand the process for doing so.

## Response and Intervention

*Immediate Action:* Address all reports promptly with appropriate measures to ensure safety and well-being.

*Support for Victims:* Offer wellbeing and support for affected students, including access to a Wellbeing Leader or Youth Worker and external support services where necessary.

*Behavior Support:* Implement restorative practices and appropriate disciplinary actions for perpetrators, focusing on behavior correction and accountability.

*Parental Involvement:* Engage with parents or guardians of both the victim and the perpetrator to inform them of the incident and the steps being taken.

## Monitoring and Review

*Regular Review:* Conduct annual reviews of the policy and its effectiveness, involving feedback from students, staff, and parents.

*Data Collection:* Maintain records of incidents to monitor trends and evaluate the impact of interventions.

*Continuous Improvement:* Regularly update the policy based on new research, feedback, and changes in legislation.

# Responsibilities

We each have a role to play in preventing and responding to bullying and harassment, and supporting those involved:

## School Leaders and Staff

*Model and Promote Positive Behavior:* Demonstrate respect, value diversity, and include all students and their families in the school community.

*Professional Development:* Participate in ongoing training to build skills, knowledge, and confidence in preventing, recognising, and responding to bullying and harassment.

*Data Assessment:* Regularly collect and analyse bullying data to inform prevention strategies and assess their effectiveness.

*Explicit Teaching:* Teach students (through Student Life and subjects such as HPE) about respectful relationships, bullying, and cyberbullying, including how to recognise and respond to it.

*Student Involvement:* Work with students to develop solutions to bullying and include them in decision-making processes that affect their safety and wellbeing.

*Action and Reporting:* Take immediate action when bullying is reported, including incidents outside school hours that affect school relationships, and report criminal matters to the police.

*Parental Engagement:* Help parents recognise bullying, understand what to do if their child is involved, and work with the school to resolve incidents.

*Community Collaboration:* Work with families/carers, service providers, and community organisations to support students affected by bullying and to promote a safe and inclusive school environment.

*Restorative Practices:* Support students to repair and restore relationships harmed by bullying and help them learn positive behaviors.

## Parents/Carers and Families

*Model Positive Behavior:* Promote safe, respectful, and inclusive behaviors at home.

*Online Safety:* Monitor and support safe online behavior and social media use.

Ensure children know how to identify and report bullying and discuss safety and bullying prevention using consistent messages from school.

*Report and Collaborate:* Report bullying concerns to school staff and collaborate with the school to resolve incidents.

*Support Attendance:* Ensure children continue to attend school while bullying issues are being addressed.

*Seek External Support:* Obtain professional support for their child if necessary.

Students

*Model Respectful Behavior:* Demonstrate safe, respectful, and inclusive behavior in line with our KARRA values both online and offline.

*Build Skills:* Develop the skills to recognise, respond to, and manage bullying.

*Participate:* Engage in decision-making processes to improve student safety and wellbeing.

*Stand Against Bullying:* Intervene safely or seek help from adults when witnessing bullying.

*Support Peers:* Help friends and peers report bullying and behave in respectful ways.

## Supporting documents

See attached guidelines.



# Bullying & Harassment Guidelines - DRAFT

Step		Person <u>BEING</u> Bullied/Harassed	Person <u>DOING</u> the Bullying/Harassing	Staff Action
STEP 1	CONTINUING HARASSMENT	<p><b>Stay calm.</b> Try focusing on your breathing as a way to stay calm. It can be really hard, but staying calm and not showing that you are overwhelmed can help you to feel better.</p> <p><b>Don't fight back.</b> If you fight back you can make the situation worse, get hurt or be blamed for starting the trouble.</p> <p>Try to <b>ignore</b> the bullying by calmly turning and walking away. If the person doing the bullying tries to stop or block you, try to be firm and clear by telling them to stop. Having friends to stand with you or walk you away is a great idea in these moments.</p> <p>Try to <b>avoid</b> the person who is bullying you or ask a friend to stay with you when they're around.</p>	<p><b>Why are you bullying?</b> There are different reasons why people bully, including:</p> <ul style="list-style-type: none"> <li>- wanting to dominate others and improve their social status.</li> <li>- having low self-esteem and wanting to feel better about themselves.</li> <li>- having a lack of remorse or failing to recognise their behaviour as a problem.</li> <li>- feeling angry, frustrated or jealous</li> </ul> <p>struggling socially being the victim of bullying themselves.</p> <p><b>Seek support from a safe adult. Our wellbeing team is here to support you to create a change in behaviour.</b></p>	
		<p><b>Report it</b> - tell trustworthy adults and keep talking to them until the bullying stops. This may be a <b>Teacher, Wellbeing Leader, Youth Worker other school staff, caregiver other safe adults in your life.</b> Reporting it helps keep people safe (and isn't the same as 'dobbing' which is about getting someone in trouble over nothing).</p> <p>MHS Staff will:</p> <ol style="list-style-type: none"> <li>1. Record the reported harassment.</li> <li>2. Document any form of action to be taken.</li> </ol> <p>Caregivers should notify the school for staff to take appropriate actions.</p>	<p>Response may include:</p> <p><b>Sanctions :</b> Verbal or written formal warnings.</p> <p><b>Support :</b> Wellbeing support / Mediation Possible restorative conversation with parties concerned.</p>	<ul style="list-style-type: none"> <li>• Incident documented on Behaviour Intervention form on Daymap and message sent to Y.L.L</li> <li>• Verbal and/or written warning to perpetrator of bullying / harassment and recorded on Daymap.</li> <li>• Parents of both the victim and perpetrator contacted by school staff.</li> <li>• Possible ongoing support for both/both parties depending on situation by Wellbeing Team/Year Level Leader.</li> </ul>

STEP 2		<p>A staff member will likely direct you to the <b>Year Level Leader</b> to discuss this further. You may want to take a support person with you e.g. friend.</p> <p>They will:</p> <ol style="list-style-type: none"> <li>1. Record and Investigate reported harassment.</li> <li>2. Document any further action.</li> </ol>	<p>Response may include:</p> <p><b>Sanctions:</b> Extended School Day (including restorative conversation) OR Suspension (depending on severity of incident). Parent/caregiver contacted.</p> <p><b>Support :</b> Counselling /Mediation Possible restorative conversation with parties concerned. Meeting with parents and DfE Behaviour Educator.</p>	<ul style="list-style-type: none"> <li>• Incident Documented by YLL/ Wellbeing Leader on Daymap</li> <li>• ESD or Suspension issued.</li> <li>• Possible ongoing support for both/both parties depending on situation by Wellbeing Team/Year Level Leader.</li> </ul>
STEP 3		<p><b>Get support</b> - bullying can affect your mental health and self-worth - having the support of family, friends, teachers and/or professionals can make a big difference.</p> <p><b>Internal support-</b> Our wellbeing team includes youth Workers, Social Worker, Wellbeing Leaders and year Level Leaders that are here to support you.</p> <p><b>External Support</b> – Please refer to our lists for external support options.</p> <p>If you think the bullying involves a criminal offence, you can report the matter to the police. If you feel you're in immediate danger, contact the South Australia Police on Triple Zero (000). If you require police attendance, call 131 444.</p>	<p>Response may include:</p> <p><b>Sanctions:</b> Suspension or Suspension Pending Exclusion or possible referral to outside agencies (Student Support Services Behaviour Educator DfE) or authorities (SAPOL).</p> <p><b>External Support :</b> Counselling / Mediation. Possible restorative conversation with parties concerned. Meeting with parents and DfE Behaviour Educator.</p>	<ul style="list-style-type: none"> <li>• Incident Documented by YLL/Wellbeing Leader on Daymap.</li> <li>• Suspension or Suspension Pending Exclusion, and/ or possible referral to SSS DfE Behaviour Educator completed.</li> <li>• Reconnect meeting and student reflection. documentation completed</li> <li>• Possible SAPOL referral.</li> </ul>

## Resources and support

If you have been bullied, or you have seen others being bullied, help is available:

- [\*The Bully Project\*](#) is for victims of bullying or parents of children being bullied.
- [\*Bullying No Way!\*](#) is a web resource for young people.
- [\*Office of the eSafety Commissioner\*](#) helps victims of cyberbullying
- [\*Kids Help Line\*](#) (1800 551 800) is a free and confidential telephone counselling service for 5 to 25 year olds in Australia.
- [\*Lifeline\*](#) (13 11 14) is a free and confidential service staffed by trained telephone counsellors.
- [\*The Australian Human Rights Commission\*](#) (1300 656 419) has a complaint handling service. It may investigate complaints of discrimination, harassment and bullying

## Bullying/Harassment links

Students:

<https://kidshelpline.com.au/teens/issues/bullying>

<https://kidshelpline.com.au/teens/issues/cyberbullying>

<https://au.reachout.com/bullying>

<https://headspace.org.au/explore-topics/for-young-people/bullying/>

<https://www.police.sa.gov.au/services-and-events/make-a-report-to-the-police>

<https://www.esafety.gov.au/report>

Caregivers:

<https://kidshelpline.com.au/parents/issues/bullying-school>

<https://kidshelpline.com.au/parents/issues/helping-kids-stop-cyberbullying>

<https://parents.au.reachout.com/school-and-education/school-and-study/bullying-at-school-what-to-do-if-your-child-is-struggling>

<https://parents.au.reachout.com/friendships-and-dating/bullying/tackling-bullying-with-problem-solving-skills>

<https://parents.au.reachout.com/search?q=bullying&page=1>

<https://raisingchildren.net.au/school-age/behaviour/bullying/school-bullying-helping>

Staff:

<https://schools.au.reachout.com/preventing-bullying>

<https://bullyingnoway.gov.au/>