DARA SCHOOL

3

AGAINST BULLYING, DISCRIMINATION, HARASSMENT AND VIOLENCE

AGAINST BULLYING, DISCRIMINATION HARASSMENT AND VIOLENCE POLICY 3

1. PURPOSE
Dara School will provide a caring, respectful, and supportive learning and teaching environment to maximise wellbeing and effective learning. Bullying, including cyber bullying, discrimination, harassment and violence, is not acceptable, and will be dealt with seriously and expediently.

Dara School will work with the school community, and other services and agencies to support its students in being responsible and productive members of the community.

2. SCOPE
This policy applies to all people involved in Dara School, including:

- employees (permanent and casual)
- volunteers
- students
- parents / caregivers
- work experience students / pre-service teachers
- contractors
- sub-contractors
- indirect service providers
- consultants
- any other individual involved in this organisation

The policy applies not only during the course of a normal school day but also wherever a student interaction incident is of concern.

3. POLICY PRINCIPLES
- Bullying, discrimination, harassment, and violence are contrary to the ethos of Dara School, which emphasises care and respect to all stakeholders.

- Bullying, discrimination, harassment and violence have both immediate and long-term damaging effects on the personal wellbeing of the victim, as well as on the social and educational fabric of the school.

For these reasons Dara School takes bullying, discrimination, harassment and violence seriously and is committed to adhering to policies and procedures designed to prevent and minimise their occurrence, and deal effectively with issues and incidents when they arise.

4. ROLES AND RESPONSIBILITIES

Bullying, discrimination, harassment and/or violence can be reported by a student or parent, staff member or member of the public. In the first instance this should be reported to the class teacher and, if the incident is serious or unresolved, to the school principal.

- When bullying, discrimination, harassment and/or violence is reported it will be recorded, considered by a panel with outcomes communicated.
- Reporting of bullying, discrimination, harassment and/or violence should occur as soon after the incident as possible to give the school the best opportunity to follow up the incident and intervene accordingly.
- Details of the incident must be documented by the staff member receiving the information and entered into the learner management software.
- Incidents will be resolved in a way that is consistent with the Dara School Student Behaviour Management Policy.
- If students or parents are dissatisfied with the outcome, they can submit a written statement requesting a further meeting with the principal.

4.1 PRINCIPAL

- Develop, implement and review the school's anti-bullying, discrimination, harassment and violence policy in accordance with the monitoring process.
- Ensure that staff, students, and families can access the school's Against Bullying, Discrimination, Harassment and Violence Policy and associated procedures from the SEQTA portal, and are aware of their rights to advocacy, including escalation, if necessary, through the Grievance Procedure (4.4).
- Manage the incidents of bullying in a way that is in accordance with the Dara School Student Behaviour Management Policy.
- Provide in-service training and development to staff in effective strategies to prevent and minimise incidences of bullying, discrimination, harassment and violence.

4.2 STAFF

- Through teaching and learning opportunities, teachers work with students to develop their understanding of acceptable choices in relation to the treatment of others, as well as strategies to implement if they experience bullying, discrimination, harassment and/or violence.
- Staff will also ensure the policy is available to students via the Learner Management platform.
- Teachers to ensure students are made aware of the Student Code of Conduct when they commence at Dara and as relevant thereafter.
- Teachers to notify parents of all relevant parties in relation to bullying, discrimination, harassment and/or violence at the earliest opportunity.

- Develop and foster positive relationships with students and families,
- Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues of bullying,
- Critically reflect on practices and develop the knowledge and skills required to manage incidents of bullying successfully,
- Establish, maintain, make explicit and model the school's expectations relating to bullying,
- Participate in training and development related to decreasing bullying in schools,
- Support and empower students to be effective bystanders.

4.3 PARENTS/CAREGIVERS
- Keep the school informed of concerns about behaviour, their children's health and wellbeing issues or other matters of relevance,
- Communicate in a respectful manner with the school staff about issues of concern as soon as practicable after these concerns arise,
- Follow up on concerns and, if necessary, contact the Dara School Board if the concerns are not resolved following intervention by staff members and the Principal, in accordance with grievance procedures.
- Acknowledgment of the school's Parent Code of Conduct with the enrolment form.

4.4 STUDENTS
- Behave respectfully towards other students, staff, and members of the school community,
- Participate in learning regarding the school's anti-bullying, discrimination, harassment and violence policy, the child protection curriculum, being an effective bystander, and other learning regarding personal conduct.
- Communicate with an appropriate adult if bullied, harassed or physically hurt,
- Actively act on agreed recommendations reached following any incident,
- Act in accordance with the school's Student Code of Conduct.

5. OTHER CONSIDERATIONS
- When resultant actions are applied, they will be appropriate to the nature of the behaviour,

- The Principal or delegate can suspend or terminate a student's enrolment if they act in a manner that threatens the safety or wellbeing of a student or member of staff, or other person associated with the school (such behaviour includes sexually harassing, racially vilifying, verbally abusing or bullying that person), (Refer to Suspension and Termination of Enrolment Policy 56)

- Follow-up monitoring and support will occur with all relevant parties to ensure fair resolution.

6. MONITORING, EVALUATION AND REVIEW

School leaders will provide ongoing support with monitoring of the school's compliance with this policy.

The Dara School Board of Governance will maintain oversight of the policy's relevance.

School Leadership will amend the policy and review the policy every five years appropriate.

7. DEFINITIONS AND ABBREVIATIONS

7.1 DARA SCHOOL DEFINITIONS

These first two definitions are important to understand in the context of Dara School, so that Bullying, Discrimination, Harassment and Violence can be addressed before they reach the levels or kinds described in the definitions provided by the Safe and Supportive Schools Communities Management Group.

Behaviour is any conduct, including verbal as well as non-verbal, by any community member.

Incident refers to individual instances of negative interactions between community members.

7.2 SAFE AND SUPPORTIVE SCHOOLS COMMUNITIES DEFINITIONS

The following definitions of terms were agreed by the Safe and Supportive Schools Communities Management Group, which is a national committee, supported by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA) with representatives from all Australian education jurisdictions.

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.

Cyber-bullying refers to bullying through e-technologies, such as e-mail, chat room discussion groups, instant messaging, social networking, web pages or SMS (text messaging) with the intention of harming another person.

Conflict or "fights" between individuals are a single incident are not generally regarded as bullying.

Examples of bullying can include:

- <u>Physical</u>: hitting, pushing, touching, grabbing, looks, stares, facial expressions, gestures, spitting, taking or damaging property.

- <u>Verbal or written</u>: spoken or written insults, threats, suggestive comments, name-calling, unfair criticism, spreading rumours.

- <u>Cyber</u>: using e-mail, voice and text messaging, social networking sites, photographic and video images.

- <u>Graffiti</u>: using pictures, tags or words.

- <u>Social</u>: forming groups to leave out, ignoring and disrespect; influencing, encouraging or organising someone else to be involved in any type of bullying or harassment.

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.
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; and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be a single incident or an ongoing pattern of behaviour, direct or indirect, and take various forms.
Sexual Harassment	is unwelcome sexual conduct which makes a person feel offended, humiliated, and/or intimidated, where that reaction to the conduct is reasonable in the circumstances.

Examples of sexual harassment can include:

- 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

- repeated unwelcome invitations to go out on dates
- requests for sex or sexual favours
- 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 internet sites
- offensive telephone calls, letters, e-mails or mobile phone text messages
- posting filmed or photographed images or comments on social networking sites
- behaviour that may constitute a criminal offence under criminal law and reportable to the police, such as physical or indecent assault, stalking, obscene communications, and sexual assault

Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in physical or psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

8. SUPPORTING DOCUMENTS

Child Protection Policy (Policy 1)

Student Behaviour Management Policy (Policy 10)

Staff Code of Conduct Guidelines

Student Code of Conduct Guidelines

Parent code of conduct

Volunteer Policy (Policy 16)

Social Media Policy (Policy 17)

Well Being (Policy 22)

Privacy and Confidentiality Policy (Policy 23)

Visitor Policy (Policy 34)

9. EDUCATION STANDARDS BOARD

This policy supports criterion 3.4 of the Standards for Registration and Review of Registration of Schools in South Australia.

Criterion 3.4	The school implements policies and procedures for student welfare that covers pastoral care, early intervention, child protection including mandatory reporting, and behaviour management including associated safety and wellbeing management.

10. REFERENCES

Centre For Restorative Justice Website: http://www.restorativejustice.com.au/

The National Safe Schools Framework

Australia and New Zealand Journal of Law and Education, 1327-7634 Vol 7, No2, 2002, pp87-140

http://www.cybersmart.gov.au/Schools/Common%20cybersafety%20issues/Cyberbullying.aspx , 27 June, 2011

11. APPENDIX

Appendix 1 - Signs to recognize when a child is being bullied (GU 3.1)

Appendix 2 - Bullying Incident Forms (FR 3.2)

Title	Against Bullying, Discrimination, Harassment and Violence Policy
Policy Reference Number	3
Responsible for review	School Leadership
Policy approved on	1 January 2016
Policy reviewed and approved on	4 March 2019
Policy reviewed and approved on	April 2022
Policy reviewed and approved on	Sep 2024
Policy to be reviewed	Nov 2027

APPENDIX 1

SIGNS TO HELP RECOGNISE WHEN A STUDENT IS BEING BULLIED

Some signs that a student is being bullied may include:

- a change in behaviour;
- unexplained cuts, bruises or scratches;
- damaged or ripped clothing;
- vague headaches or stomach aches;
- refusal to go to school;
- asking for extra pocket money or food;
- tearfulness, anxiety or difficulty sleeping; and
- 'hiding' information on mobile phones, emails, or in comments on their social networking pages.

PROCEDURE FOR REPORTING

Dara School implements Restorative Justice Practices. These practices ensure that there is a focus on the following questions:

- Who has been harmed?
- What are their needs?
- Whose obligations are these?
- How can relationships be restored?

All staff are expected to respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

THE FOLLOWING STEP-BY-STEP PROCEDURE WILL BE USED FOR REPORTING AND RESPONDING TO BULLYING ALLEGATIONS OR OTHER INCIDENTS:

- Report all bullying allegations and incidents to staff.
- Staff will take steps for the safety of the affected student(s).
- Appropriate advice will be given to support the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- The problem will be identified and possible solutions suggested/co-created.
- Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise and /or develop strategies to restore the relationship that has been harmed. Other consequences may take place and appropriate sanctions applied in accordance with Restorative Practices.
- If possible, the pupils will be reconciled.

- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- Behaviours will be recorded by staff in the Learner Management Software.
- In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Any bullying will be discussed regularly at staff meetings.
- Where necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

APPENDIX 2

DARA SCHOOL - REPORTING AN INCIDENT OF BULLYING / HARASSMENT

Staff member recording incident: _____ Date _____

Name of persons who appear to be involved in incident:

_____

_____

Name(s) of witnesses:_____

Did you observe the incident?   YES ☐   No ☐

If 'NO' who reported the incident to you: _____

Description of incident(s) (what was allegedly said or done?)

_____

_____

_____

What form(s) of incident?   Verbal ☐   Physical   ☐   Indirect   ☐
                                 Cyber ☐   Other   ☐   (detail):

Describe your intervention response(s):

_____

Describe how persons involved responded to your intervention:

_____

_____

Where / when / time incident took place:

Location_____ Date _____ Time _____

When: before school   ☐   recess   ☐

lunch ☐   in class ☐

after school ☐

Additional comments: _____

_____

_____

History of incident(s) related to persons involved (dates, short description)

_____

_____

_____

_____

Have parents/guardian been notified?   YES ☐   NO ☐

If 'NO' why not?_____

What restorative justice or choice theory practices have been used?

_____

_____

What is the next step in dealing with the incident?

_____

_____