



**CHRISTIES BEACH
HIGH SCHOOL**

ANTI-BULLYING AND HARASSMENT POLICY

PURPOSE

At Christies Beach High School (CBHS), staff commit to ensuring a safe and supportive environment free from bullying, harassment, violence and e-crimes, where all members of our school community have the right to be respected and have a responsibility to respect each other. All reports of bullying including cyber bullying, harassment and violence will be taken seriously and responses will be in line with our Positive Behaviours for Learning (PBL) policy.

WHAT IS BULLYING?

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or cause physical and/or psychological harm, on more than one occasion. This may involve verbal, physical, cyber, relational and psychological forms of bullying. Bullying of any form or for any reason can have long term effects for those involved, including bystanders; it interferes with learning, lowers self-esteem and wellbeing and will not be tolerated at CBHS.

BULLYING MAY INVOLVE:

- **Verbal bullying:** the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, teasing, threatening, swearing, nasty notes, insulting someone because of their appearance and physical characteristics, coercing someone to do something against their will and homophobic, racist, cultural or sexist comments.
- **Physical bullying:** includes repetitive low level hitting, kicking, punching, pinching, pushing, tripping, shoving, making rude gestures, 'ganging up', unwanted physical or sexual touching and taking or damage to personal property. This form of bullying may also involve forcing others to hand over food, money or possessions and forcing a student to do something against their will. More serious violent behaviours may not necessarily be treated as bullying and will be addressed in line with the PBL Policy.
- **Cyber bullying:** the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. Technology provides an alternative means for verbal, relational and psychological forms of bullying such as teasing, spreading rumours, sending unwanted messages and prank calling.
- **Relational bullying:** includes ostracising by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- **Emotional/psychological bullying:** repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail and threats to individuals' reputation and sense of safety.

UNDERLYING PRINCIPLES

At CBHS, all members of our community have underlying principles that support our stand against bullying. Respect, care and consideration are fundamental to ensuring an environment free from bullying, harassment and violence. To this end:

- cultural, social and personal diversity are respected
- all members of the school community are entitled to a safe learning and working environment
- freedom from bullying and harassment are essential to the wellbeing of all school community members; staff, students, parents/caregivers and volunteers/visitors
- each member of the school community has a responsibility to make a stand against bullying and harassment and to act promptly on relevant allegations or evidence
- whole-school procedures and practices educate and reinforce positive values and actions and support both the victims of bullying and those who choose to bully.



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HOW TO RECOGNISE A STUDENT BEING BULLIED OR HARASSED

Signs that a child or young person is being bullied or harassed may be:

- reduced ability to concentrate and learn
- refusal to attend school, classes and making excuses not to go
- unexplained cuts, bruises or scratches
- stolen, missing, lost or damaged possessions/clothing
- physical symptoms such as headaches or stomach aches
- asking for extra pocket money or food
- acting out, tearfulness, sadness, lack of interest in usual activities
- not willing to discuss, or secrecy about their online communications (for example mobile phone, texts and social media).

ROLES AND RESPONSIBILITIES

STUDENTS

- Uphold school policies (PBL, Uniform, Mobile Phone and PDD, Anti-Bullying and Harassment).
- Treat self and others with respect, courtesy and consideration.
- Understand what constitutes bullying or harassing comments and/or behaviours.
- Understand the serious nature of sexual harassment and the legal implications for misconduct by any member of the school community.
- Make it clear to the person that he/she does not like the comments and/or behaviour and ask them to stop. If not confident, ask an adult to act on his/her behalf.
- Take appropriate action when they observe others being bullied.
- Be compassionate, empathetic and understand the effects of bullying on individuals and groups in our society.
- Report incidents of bullying whether it happens to you or someone else.

Empathy, compassion and respect are words which require a great deal of discussion. Time will be allocated within the school curriculum to ensure a common understanding of the meaning and context.

PARENTS/CAREGIVERS

- Support young people to uphold school policies (PBL, Uniform, Mobile Phone and PDD, Anti-Bullying and Harassment).
- Model respect, courtesy and consideration of others.
- Know the signs of possible bullying and harassment and watch for them.
- Be clear of the range of bullying comments and behaviours.
- Speak to young people about what constitutes bullying and harassment.
- Understand the serious nature of sexual harassment and the legal implications for misconduct by any member of the school community.
- Inform the school of incidents of bullying in line with the reporting procedure.
- Support the school in addressing bullying.
- Remind young people that they are highly valued and assist them in maintaining a positive self-worth.
- Discuss positive strategies rather than getting even.
- Be available and ready to listen to reports of bullying and harassment.



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STAFF

- Ensure consistent implementation of school policies (PBL, Uniform, Mobile Phone and PDD, Anti-Bullying and Harassment).
- Model respect, courtesy and consideration of others.
- Be aware of and watch for signs of bullying and harassment.
- Implement the underlying principles of this policy and act to ensure a supportive teaching and learning environment, free of bullying and harassment.
- Be aware of incidents of harassment in their classes and while on duty in the school yard.
- Understand the serious nature of sexual harassment and the legal implications for misconduct by any member of the school community.
- Support students in developing confidence in making a stand against bullying and harassment.
- Report all incidents of bullying so that those being bullied can see that the school acts to prevent this behaviour.
- Complete a bullying notification report form and pass it on to an appropriate Year Level Leader.
- Advise Student Wellbeing Leader, Assistant Principal or Deputy Principal of the impact of bullying on their students.

LEADERS

- Ensure consistent implementation of school policies (PBL, Uniform, Mobile Phone and PDD, Anti-Bullying and Harassment).
- Model respect, courtesy and consideration of others.
- Clarify system responses of bullying and harassment.
- Alert care group teachers to their roles as promoters of timely and proactive discussion.
- Staff will address issues related to bullying as an integrated part of the school curriculum, in line with the Child Protection Curriculum, Mind Matters, Student Wellbeing, TfEL and The Australian Curriculum.
- Ensure student diaries and other documents with policy statements are written in up-to-date terms.
- Place information in the staff and student handbooks, newsletters, staff and student bulletins, highlight expectations at staff meetings, parent meetings and student assemblies.
- Ensure all reports acted upon and documented accordingly.

PROCEDURES

REPORTING PROCEDURES

All acts of bullying and harassment reported will be recorded and responded to in line with our PBL Policy. Incident report forms will be available for students, staff, parents/caregivers and community members. Incident report forms will be available from the following locations; Student Services, library, care groups, counselling space, middle school and senior school leadership offices, on the school website (www.cbhs.sa.edu.au) and via the CBHS App. The completed form is to be forwarded to Student Services for action and response.

STUDENTS

A student who is bullied, observes bullying or is made aware of an act of bullying may:

- complete an incident report form and submit it to Student Services
- report the incident directly to a staff member
- report the incident to a trusted adult- parent/caregiver, family member or friend.

PARENTS/CAREGIVERS

A parent/caregiver or community member who is made aware of, is subject to, or witnesses an act of bullying may:

- contact the school on 08 8329 9700 and request to speak with the relevant leader
- complete an incident report form and submit to Student Services
- report the incident directly to a staff member.



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CHRISTIES BEACH HIGH SCHOOL

STAFF

A staff member who is made aware of, is subject to, or witnesses an act of bullying may:

- complete an incident report form with the alleged victim and/or family member and submit to Student Services for the relevant leader to address
- intervene if safe and appropriate to do so, to defuse the situation and provide support for all students involved. Staff will then complete necessary forms and documentation
- follow the Department for Education grievance procedures and seek support from their line manager.

LEADERS

Upon receiving an incident report form, the relevant leader will:

- offer support through advocacy, counselling, restorative practices or communication with the family
- meet with all parties including the alleged victim, bully and known bystanders to collect and record information regarding the incident/s and ongoing behaviours
- contact parents/caregivers of key students involved
- issue appropriate behaviour responses in line with the PBL policy
- ask if the student lodging the incident report form wishes to make a formal complaint to SAPOL.

Note: all reports of bullying and harassment will be considered and responded to on a case-by-case basis.

INTERVENTION STRATEGIES

A variety of intervention strategies are in place in order to reduce the number of incidents and to assist the response process, including:

PROACTIVE INTERVENTION STRATEGIES

- explicit education of bullying and harassment, rights, resilience and respectful relationships
- whole-school Wellbeing program, consisting of daily Wellbeing lessons
- delivery of Keeping Safe Child Protection Curriculum, SHINE SA and Restorative Practices
- providing relevant professional learning opportunities for all staff
- whole-school involvement in National Day of Action against Bullying and Violence
- guest speakers and presentations by SAPOL, eSafety Commissioner and Headspace
- regular information in school newsletter and social media
- informing students and families of help and support sources (<http://www.sa.gov.au/>).

REACTIVE INTERVENTION STRATEGIES

- provide counselling service to students involved in bullying and harassment incidents
- referral to support services such as the Department for Education Wellbeing Practitioner, the Department for Education behaviour coach, CAMHS, Headspace, Centacare, Reconnect, Re-engage, United Communities and Kids Helpline
- regular communication with students and families about situations that arise at school
- behaviour response in accordance with PBL policy.

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