



ANTI-BULLYING AND HARASSMENT POLICY

CCC STATEMENT

All members of our school community are valued and have a right to learn and work in an environment which is safe, inclusive, conducive to learning and free from harassment, violence and bullying. Everyone has the right to come to school feeling happy, secure, comfortable and respected. Harassment is wrong, and must not be allowed to continue. Harassment in any form is not acceptable at CCC and will be dealt with seriously and expediently.

DEFINITIONS OF HARASSMENT & BULLYING

Bullying is repeated verbal physical social or verbal 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 information and communication technologies. (Conflicts and fights between equals and single incidents are not regarded as bullying)

Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Types of harassment and bullying include:

There are many types of harassment including

- Sexual harassment
- Racial harassment
- Physical harassment
- Cyberbullying
- Discrimination of any kind based on sexuality, appearance, religion, home life, etc.

Some examples of harassment and bullying include:

- Physical intimidation or assault
- Writing offensive comments and drawings
- Laughing at or making unpleasant comments about people
- Getting a gang (or group) to frighten, threaten or intimidate
- Hiding, stealing or destroying property
- Inappropriate and unwanted comments through use of mobile phones and the internet (including social networking sites)
- Spreading rumours
- Ignoring or excluding others

REPORTING BULLYING

What to do about bullying:

If you are bullied or if you know someone who is being bullied, please report it to:

- Your Home Group teacher
- Year Level Manager
- Counsellor
- Head of School
- Parent or Caregiver

If you are a bystander to bullying, you have a responsibility to report it.

How to report bullying:

- Make an appointment with one of the people listed above (this can be done via Student Services or in person)
- Email the school using the following address: info@ccc.sa.edu.au

When to report bullying:

Report bullying to a trusted adult, as soon as it occurs. Do not ignore it. When bullying is ignored, it may get worse.

RESPONSIBILITIES**Responsibilities of Students:**

- Be respectful towards other students, staff and members of the school community
- Participate in Personal and Global Learning sessions regarding the school's anti-bullying policy
- Communicate with an appropriate adult if being bullied or harassed or if they are aware of someone else being bullied or harassed
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence

Responsibilities of Parents:

- Keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance
- Communicate in a respectful manner with school staff about issues of concern soon after these concerns arise
- Follow up on these concerns and, if necessary, contact the Regional Office if the concerns are not resolved following intervention by the school

Responsibilities of Staff:

- 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.
- Participate in developing, implementing and reviewing the school's anti-bullying policy, curriculum and PD opportunities and the procedures for managing incidents of bullying.
- Critically reflect on practices and develop the knowledge and skills needed 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 students to be effective bystanders

Responsibilities of the Principal:

- Develop, implement and regularly review the school's anti-bullying policy (including surveying students, parents and teachers)
- Ensure that all new students to the school, and their families, are aware of the anti-bullying policy and other relevant school policies (eg: Mobile Phone Policy and School Discipline Policy) and the decision-making procedures open to them if they wish to influence school practice
- Ensure that within the Student Diary provision is made for students and families to annually agree to support school policies (including the anti-bullying policy)
- Provide access to relevant Professional Development to all staff, in particular the Year Level Managers, Counsellors and other key staff to effectively manage bullying and implement intervention strategies
- Manages incidents of bullying in a way that is consistent with the DECD School Discipline Policy
- Ensure that families have access to the school's anti-bullying policy and related documents, Governing Council reports and the school's grievance procedures

HOW TO RECOGNISE IF A STUDENT IS BEING BULLIED

Students who are being bullied or harassed may not talk about it with their teachers, friends or families. They may be afraid that it will make things worse or that they are “dobbing”. A change in behaviour in students may be a signal that they are being bullied or have some other concern.

Some signs that a student is being bullied may be:

- Unexplained cuts, bruises or scratches
- Damaged or ripped clothing
- Vague headaches or stomach aches
- Refusal to go to school
- Asking for extra money or food
- Tearfulness, anxiety or difficulty sleeping
- ‘hiding’ information on mobile phones, emails or social networking sites

ACTIONS

What we do about incidents of bullying at Charles Campbell College:

We will listen and talk to the person who has been bullied. We will discuss possible strategies for helping to deal with the bullying. We will negotiate what further follow up is required. This may include:

- Supporting the person being bullied to deal with the bullying themselves. This may include some longer term counselling to help them determine appropriate strategies.
- Having a conversation with the person who has done the bullying. This will focus on helping that person to develop a sense of empathy for the person they have bullied. This may include some longer term counselling to help them improve their relationships with other people. An informal warning also occurs at this stage. This means they have been given an opportunity to change their behaviour without further consequences being enacted.
- Issuing a formal warning to the person doing the bullying. This means that their parents/caregivers will be informed and invited to be a part of the process to help their son/daughter to change their behaviour. An “Harassment Warning” letter will accompany this warning, which will outline the possible future consequences if the person doing the bullying does not change their behaviour.

If the person doing the bullying does not change their behaviour, possible consequences include:

- Removal from the yard during recess and lunchtime and/or exclusion from social activities
- Internal Suspension
- External Suspension from school
- Referral to other DECD agencies
- Exclusion from school

It is important to note that these steps may change. At Charles Campbell College we use a Case Management approach, according to the frequency and severity of incidents and personal circumstances.

Under the Regulations pursuant to the Education Act, Principals can suspend or exclude students from school 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 (including by sexually harassing, racially vilifying, verbally abusing or bullying that person).

Principals can use these Regulations for incidents that occur off-site and/or out of school hours, if another student’s safety or wellbeing has been threatened, this is particularly relevant in cases of cyberbullying and violence.

What we do at Charles Campbell College to reduce bullying:

Prevention strategies include:

- Using our Personal and Global Learning program to teach students in Years 7, 8 & 9 about bullying and being an effective bystander
- Inviting guests, such as *Brainstorm Productions* and *SAPOL*, to present to our students and support their understanding of bullying and being an effective bystander
- Using the curriculum to teach students about respectful relationships, civics and citizenship
- Developing Student Voice opportunities to help students participate and have a say in their learning
- Teaching students about violence prevention, conflict resolution, anger management and problem solving and developing policies which promote student safety
- Teaching for and about diversity
- Providing professional learning for staff

Intervention strategies include:

- Counselling students who have been bullied
- Talking with parents or caregivers about the situation
- Putting consequences in place for those who bully others
- Teaching students to be responsible bystanders
- Ensuring that all staff know how to address bullying effectively and respectfully

Post-intervention strategies include:

- Monitoring the situation between the students to ensure that their safety and wellbeing are maintained
- Follow up counselling for students who are victims or perpetrators of bullying to ensure they feel safe at school and remain connected to the school following an incident
- Talking with parents or caregivers about strategies
- Reviewing and evaluating behaviour codes, procedures and policies to make sure they are effective

DISTRIBUTION LIST

- Students, families and community members – via school newsletter and website
- Staff members – via Staff Handbook
- Regional Director

FURTHER INFORMATION

<https://www.decd.sa.gov.au/supporting-students/health-e-safety-and-wellbeing>