



# HERITAGE COLLEGE

## POLICY DOCUMENT

<b>Policy No.</b>  <b>F2</b> <b>STUDENT</b> <b>WELFARE</b>	<b>Title</b>  <b>Bullying and</b> <b>Harassment</b>	<b>Effective Date:</b> May 2014
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		<b>Number of Pages:</b> 4

*“And as ye would that men should do to you, do ye also to them likewise.” Luke 6:31*  
*“Let each esteem others better than themselves” Phil 2:3*

### 1. Purpose

To outline the principles and strategies in place to prevent or deal with bullying and harassment to ensure that Heritage College is a safe and supportive environment.

### 2. Definitions

#### 2.1. Bullying:

- is repeated, unwelcome and unjustifiable behaviour
- is intended to cause fear, distress and/or harm to another
- may be physical, verbal or indirect/relational
- is conducted by a more powerful individual or group
- is directed against a less powerful individual who is unable to effectively resist

	Direct	Indirect
Physical	<ul style="list-style-type: none"> <li>• Hitting, slapping, punching, kicking</li> <li>• Pushing, strangling</li> <li>• Spitting, biting, pinching, scratching</li> <li>• Throwing things eg. stones</li> </ul>	<ul style="list-style-type: none"> <li>• Getting another person to harm someone</li> </ul>
Non-Physical	<ul style="list-style-type: none"> <li>• Mean and hurtful name-calling</li> <li>• Hurtful teasing</li> <li>• Demanding money or possessions</li> <li>• Forcing another to do homework or commit offences such as stealing</li> <li>• Racial comments</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading nasty rumours (by word of mouth or using technology)</li> <li>• Trying to get other students to not like someone</li> <li>• Exclusion or isolation on basis of race</li> </ul>
Non-Verbal	<ul style="list-style-type: none"> <li>• Threatening and/or obscene gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate exclusion from a group or activity</li> <li>• Removing and hiding and/or damaging other's belongings</li> </ul>

2.2. *Cyber bullying:* This refers to bullying which uses any e-technologies (internet, ICT equipment, mobile devices, chat rooms, instant messaging, social media sites, webpages, text messaging, etc.) as a means of victimising, harming or harassing others.

2.3. *Harassment:* Any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying. The terms are often used interchangeably.

### 3. Policy Statement

Heritage College will not tolerate any form of harassment or bullying (including cyber bullying) however it arises (including from racism) in the classroom, grounds, buses or at any College function or outing. The College is committed to maintaining a safe and supportive environment in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

#### 4. Context

- 4.1. This policy is consistent with the Rules of the College (*Section 3.0 "Objects and Purposes" paragraph 3.1.1*) and Objective 3 of the College Plan which states that one of the aims of the College is "to create a safe, happy and spiritual environment where each member of the College community feels loved, valued and respected."
- 4.2. The Bible instructs:
  - 4.2.1. "to do unto others as ye would that men should do to you": Lk 6:31
  - 4.2.2. "let each esteem others better than themselves" Phil 2:3
- 4.3. This policy also complies with the Families SA Child Safe Environments guidelines contained in "*Principles of Good Practice*".

#### 5. Objectives

The objectives of our whole-school bullying policy are:

- 5.1. To create a school environment where all students, staff and parents feel safe and welcome;
- 5.2. To raise awareness among staff, students and parents about bullying;
- 5.3. To actively counter bullying at the school;
- 5.4. To provide strategies to resolve conflict and respect differences;
- 5.5. To create a climate where it is okay to talk about bullying and ask for help;
- 5.6. To promote positive mental health and wellbeing

#### 6. General Responsibilities

- 6.1. Every person should be able to feel safe. Any person who bullies another is jeopardising this basic expectation. This means that everyone needs to think about others (not just themselves) in the classroom, in the playground or on a bus. Everyone has a responsibility to consider how they speak and act towards others.
- 6.2. Every person should be treated with respect and fairness. This means that everyone needs to show respect to other people, and their property, in the class and in the playground. If we expect to receive respect and fair treatment from others, we have the responsibility to show manners and courtesy towards them.
- 6.3. The core purpose for students being at school is to learn. No student should adversely affect the learning of any another student.
- 6.4. At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. This not only includes the person(s) bullying, but bystanders and spectators as well. The school will not tolerate any action that prevents a person feeling safe, respected and able to learn.

#### 7. Specific Responsibilities

- 7.1. **Leadership Team** will:
  - 7.1.1. support, promote, enact, maintain and review the bullying policy and procedures
- 7.2. **All staff** will:
  - 7.2.1. be familiar with the school's bullying policy and procedures
- 7.3. **Teachers** will:
  - 7.3.1. be models of caring and tolerant behaviour
  - 7.3.2. provide adequate supervision in classrooms (especially when student are using computers or mobile devices)
  - 7.3.3. listen to reports of bullying
  - 7.3.4. protect the person being bullied from further harm
  - 7.3.5. act to stop the behaviour recurring and
  - 7.3.6. inform the Principal and record identified bullying incidents

- 7.4. **Students who are bullied** need to communicate about it by either:
  - 7.4.1. talking to a teacher, staff member or student of trust giving full details of the event
  - 7.4.2. talking their parents (especially if the incident involved cyber bullying and occurred out of school hours)
  - 7.4.3. writing details about the event and placing it in the Student Communication Box at the Front Desk or Library or sending an email via the College's website.
- 7.5. **Student witnesses** to bullying should:
  - 7.5.1. intervene if they are able
  - 7.5.2. seek teacher assistance and
  - 7.5.3. document the incident if requested
- 7.6. **Parents** will:
  - 7.6.1. be models of caring and tolerant behaviour
  - 7.6.2. listen sympathetically to reports of bullying
  - 7.6.3. speak to relevant school personnel (not the alleged student/s concerned) and
  - 7.6.4. work with the school in seeking a permanent solution
- 7.7. **Parent witnesses** will:
  - 7.7.1. limit their involvement to verbal intervention
  - 7.7.2. seek teacher assistance and
  - 7.7.3. document any incident if requested by school staff

## 8. School Strategies to Reduce and Prevent Bullying

Our strategy has three aspects:

### 8.1. Management

All reported incidents of bullying will be taken seriously and appropriate action taken. This may include incidents of cyber bullying that occur outside of school hours but which have a direct effect on student at school. The initial focus will be on effecting behaviour change through education. All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise. The school has a range of further measures available (including suspension or exclusion) which may be used in response to bullying (in accord with the *Student Behaviour Management Policy*).

### 8.2. Education and Prevention

Prevention strategies assist students to become resilient. This is achieved through the following:

- 8.2.1. On-going general awareness of bullying and associated issues (including racism) promoted by teachers on a regular basis.
- 8.2.2. Implementing an anti-bullying program through the Health & PE curriculum in Years 1-8. This anti-bullying program is to be implemented on a cross-curriculum basis to provide opportunity for confidence building, and to develop conflict resolution skills and protective behaviours.
- 8.2.3. Constant reinforcement of Biblical foundations of relationships (Luke 6:31, Phil 2:3) through Spiritual Themes and Bible Study. Model and teach students to value and respect others.
- 8.2.4. Education about cyber-safety and the responsible use of technologies.
- 8.2.5. Implementing other programs and procedures appropriate to age, maturity level and need (eg. peer support system, remove "no-dob" culture, reward systems)
- 8.2.6. Implementing a parent education program to provide parents with information about harassment, bullying (including cyber bullying) and racism. This may include how to prevent, detect and intervene if their child is being bullied and how to prevent bullying and empower bystanders.

### 8.3. Positive Culture

This involves the development and maintenance of a caring environment in which the principles and character of Christ are understood and practiced.

## **9. Induction of New Staff and Students**

### **9.1. New Students**

Class teachers to introduce new students to the desired outcomes and the prevention programs.

### **9.2. New Teachers**

Management staff to discuss policy and processes with new staff members.

## **10. Related Policies and Procedures**

10.1. Policy F9: Student Behaviour Management Policy

10.2. Form: Bullying Incident Report Form (available on the College intranet)

10.3. Procedure: Management of Bullying Incidents (available on College intranet)

### **Document History**

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May 2005	Reviewed, updated and approved by Council
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