

Statement

Central Yorke School will provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. Bullying, including cyber bullying, harassment and violence, is not acceptable in this school and will be dealt with seriously and expediently. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community. Our Student Representative Council (2018) take this stance,

“We, as students at Central Yorke School, believe that all students possess the will and desire to learn and thrive in a supportive school environment. We encourage development through the sense of belonging, being and becoming.”

Definitions

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 information and communication technologies. Conflict or fights between equals and single incidents are not regarded as bullying. Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.¹

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 rejection².

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 an ongoing pattern of behaviour, or it may be a single act³.

Violence is the intentional use of physical force or power, threatened or actual, against another person/s that results in 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 time⁴.

Cyberbullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with off-line bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone’s private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyberbullying when a student(s) uses technology to run a multi-step campaign to bully another student, e.g. setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to others⁵.

Sexual Harassment: Definitions, actions and process

Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature that makes a person feel humiliated, intimidated or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other behaviour that creates a hostile environment⁶.

CYS owe a duty of care to students, to protect them from risks of injury which are reasonably foreseeable. As such, the following actions may be taken when dealing with sexual harassment:

^{1, 2, 3, 4} Safer DECD Schools

^{5, 6} National Safe Schools Framework Resource Manual (2011)



- Students aged 16 years or over, while in attendance at a place in connection with their education at CYS, can be held responsible for sexual harassment of another student of any age, and of a person who works at our educational institution.
- Any complaint or reported behaviour involving allegations of sexual harassment by a student will be managed as outlined in the following section, 'Reporting and Responsibilities.'

Reporting

Reporting of a bullying incident

How is bullying reported?

At Central Yorke School students are highly encouraged to seek out a staff member that they feel comfortable in confiding to. Students may be reluctant to report incidents of bullying so, when a student or parent reports an incident, Central Yorke staff will take reports seriously. Other sources may be a school staff member or a member of the public. All bullying is able to be reported through the online bullying notification system, Stymie. Stymie can be accessed at www.stymie.com.au. Parents and members of the public may choose to notify a Central Yorke School staff member via other means. All CYS staff report instances of bullying and harm via mandatory email in the 24 hours following the incident to the Student Wellbeing Leader.



Who to report to?

Parents and students may choose to report to their class teacher, or if the incident is serious or unresolved to the Student Wellbeing Leader, Deputy Principal, Principal or to someone on CYS staff they have confidence in. Parents and students may choose to report incidents of bullying, including cyber bullying through Stymie. Stymie notifications are made anonymously and can be made from any smartphone, tablet or computer device.

How to report?

Parents and students may find it helpful to write down the details of the incident as a first step. Following on from this, it is expected that notification is made via Stymie (see school website for step-by-step instructions) or to a CYS staff member as soon as possible.

When to report?

Reporting of an incident should occur as soon after the incident as possible, it is highly recommended that this occurs within 24 hours. This gives CYS the best opportunity to follow up the incident and intervene.

Please note that Stymie notifications will be directed to an out of hours message between the hours of 5pm and 6am on weekdays, as well as weekends. Notifications can still be made and will be actioned during business hours. Reporters will be directed to seek help from a responsible adult, community support service or call 000 if the matter is urgent.

Responsibilities of the principal, staff, students and parents

The principal will decrease the likelihood of bullying and violence in the school if he/she:

- develops, implements and reviews Central Yorke School's anti bullying policy annually
- surveys regularly all or a random selection of students, parents and teachers, in line with the review schedule (annually).
- provides to the Governing Council updates each term in relation to school bullying data and trends and any anti-bullying programs/initiatives in place or being considered and includes the topic of bullying behavior



- ensures that new staff and new students and their families are aware of the school community's negotiated anti-bullying policy and the decision-making procedures open to them if they wish to influence school practice
- ensures the inclusion, as part of the school's enrolment process, a requirement for parents and/or students to annually acknowledge/agree to the school's Student Code of Conduct
- provides students with orientation in school policy, particularly in the school's anti-bullying policy and other relevant behavioural expectations, at least when they are in transition for example, in years reception, year 3 and year 10.
- manages the incidents of bullying in a way that is consistent with the DECD School Discipline Policy
- provides in-service training and development to counsellors and other key staff in effective strategies in managing bullying
- ensures ongoing training and development of teachers, induction of students and the provision of information to parents
- manages a whole-school-change approach to ensure the Keeping Safe child protection curriculum is implemented in all year levels
- ensures that all parents
 - have access to the school's anti-bullying policy, the DECD Bullying and harassment at school: Advice for parents and caregivers leaflet, and information about the Keeping Safe child protection curriculum and related documents, including providing them on the school's website
 - have access to the reports to Governing Council each term, via the newsletter and on the school's website
 - are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of an incident of bullying.

School staff members will decrease the likelihood of bullying and violence in the school if they:

- report instances of bullying and harm via mandatory email in the 24 hours following the incident to the Student Wellbeing Leader
- 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 in-service offerings, 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

Parents will support the school in maintaining a safe and supportive environment if they:

- keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance
- communicate in a respectful manner with the 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 principal.

Students will support the school in maintaining a safe and supportive environment if they:



- are respectful towards other students, staff and members of the school community
- participate in sessions regarding the school's anti-bullying policy, the Keeping Safe child protection curriculum, being an effective bystander, and other sessions regarding behavioural expectations
- communicate with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed
- learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

HOW TO RECOGNISE A STUDENT BEING BULLIED: Information about the signs of bullying

Students who are being bullied or harassed may not talk about it with their teachers, friends or with the school's counsellors. They may be afraid that it will only make things worse or they may feel that it is wrong to 'tell tales'. This is why parents and teachers have an important part to play in helping the school and the student deal with bullying. A change in behaviour in students may be a signal that they are being bullied or they 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 pocket money or food
- tearfulness, anxiety or difficulty sleeping
- 'hiding' information on mobile phones, emails or in comments on their social networking pages.

ACTIONS

Responses and follow-up to incidents

CYS defines responses to behavior incidents by coding reports into Level 1, 2 and 3 behaviours.

Level 1 Behaviours – *A learning opportunity for behavioural change*

Level 1 behaviour is when a student has been made aware of their bullying behaviour and the impact his/her actions is having on others, through discussion with a staff member, yet has continued the negative behaviour. It is expected that the behaviour will stop.

Level 1 behaviours may look like:

- Physical: Invading and not respecting someone's personal space (tripping, pushing, poking) or their personal belongings.
- Verbal: Talking about or to another person in an offensive manner (putdowns, teasing).
- Sexual: Sexually inappropriate gestures/ discussions/ comments/ drawings.
- Racial: Negative comments regarding somebody's race or culture.
- Cyber: Using technology to discuss or make negative comments about a person on social media.
- Exclusion: Excluding another person and encouraging others to do the same.

The process that will be followed:



Recording and monitoring:

The Student Wellbeing Leader will record the incident on Sentral and keep an excel database available on STAFF: Common drive. Records are stored and monitored on the Stymie and CYS database for the student's duration of enrolment at CYS. The Student Wellbeing Leader informs both the victim and perpetrator's parents. **Three level 1 behaviours will result in a level 2 response.**

Consequences and staff responsible: If level 1 bullying behaviour occurs in class, the class teacher will follow the consequences as per the Student Behaviour Management Process. If the bullying occurs at any other stage, the Student Wellbeing Leader follows up with consequences that include one of the following; rubbish pickup, yard play restrictions or recess/lunch time-out. It is both the responsibility of the classroom teacher and Student Wellbeing Leader to collaborate on appropriate consequences or arrange a restorative process where possible.

Level 2 Behaviours – Modification of behaviour is required

Level 2 behaviour is defined as the student continuing the bullying behaviour. These repeated acts are specifically targeted. These incidents will be dealt with as quickly as possible. Behaviour change is expected with the support of the parents, Student Wellbeing Leader and the Central Yorke School Leadership Team.

Level 2 behaviours may look like:

- Physical: Persistent and repeated invasion of someone's personal space or their personal belongings.
- Verbal: Persistent and repeated talking about or to another person in an offensive, abusive manner.
- Sexual: Explicit sexually, inappropriately, targeted gestures / discussions / comments / drawings.
- Racial: Aggressive or persistent negative comments regarding somebody's race or culture.
- Cyber: Repeatedly using technology to discuss or write negative comments or show negative images. Encouraging a physical incident to occur.
- Exclusion: Shutting someone out or denying them access in a mean way.

The process that will be followed:

Recording and monitoring: The Student Wellbeing Leader will record the incident on Sentral and keep an excel database available on STAFF: Common drive. Records are stored and monitored on the Stymie and CYS database for the student's duration of enrolment at CYS. The Student Wellbeing Leader informs both the victim and perpetrator's parents. **A repeat of a Level 2 offence will result in a Level 3 response.**

Consequences and staff responsible: If level 2 bullying behaviour occurs in class, the class teacher will follow the 'fast track – leadership intervention' as per the Student Behaviour Management Process. If the bullying occurs at any other stage, the Student Wellbeing Leader, assisted by CYS Leadership staff follow up with consequences that include one of the following; restricted access to classroom activities, take home and internal suspension.

Level 3 Behaviours – Behaviour that MUST stop

Level 3 behaviours can be a one off illegal incident or a result of repeated Level 2 offences. The behaviour is dangerous, intrusive and directly threatens the safety and wellbeing of others.

Level 3 behaviours may look like:

- Physical: Making physical contact with another person with the intent of causing harm or damaging someone's property beyond repair.



- Verbal: Making serious threats to harm another person either physically, socially or emotionally. Swearing at or attempting to intimidate staff.
- Sexual: Inappropriate touching, comments or physical contact. Sharing pornographic images at school.
- Racial: Abusing and treating someone unfairly in relation to their race or culture.
- Cyber: Use of technology to distribute violent, sexual, pornographic or negative content onto others.
- Exclusion: Deliberately hurting someone's mental health by isolating them.

Recording and monitoring: The Student Wellbeing Leader will record the incident on EDSAS and keep an excel database available on STAFF: Common drive. Records are stored and monitored on the Stymie and CYS database for the student's duration of enrolment at CYS.

Consequences and staff responsible: A meeting is held with the parents or carers of perpetrator and victim, with support from the Student Wellbeing Leader and the CYS Leadership Team to take appropriate action. These take into consideration severity of behaviour, age of student, disability, trauma, mental health and behaviour patterns. The Principal will arrange consequences that include community service, suspension, exclusion and/or police. Formal written notification is given to the parents by the principal. Student Wellbeing Leader continues to monitor Stymie and CYS database.

Follow-up

CYS staff will continue to monitor both victims and perpetrators and the Student Wellbeing Leader will provide the opportunity for further follow up and support, at least once per term for the duration of the school year and record details on Sentral.

Prevention, Coping and Intervention Strategies

CYS will seek to inform students of the school's anti-bullying policy through intentional and explicit learning experiences and opportunities. Information sessions that provide the skills and knowledge to use our online notification system (Stymie) will also be provided each school year by caregroup teachers. As part of the enrolment process and each new school year orientation, students are required to understand and sign;

- Student Code of Conduct – this is communicated to students in age appropriate format and supports overall expectations at CYS.
- ICT User Agreement that supports safe online behaviour
- Bus User Agreement that supports safe transportation of students to school

Coping strategies provided by CYS will differ dependent on behaviour, age of student, disability, trauma, mental health and behaviour patterns. Some strategies that CYS will provide include:

- Visual aids in each learning space outlining bullying and school expectations.
- Additional flexible learning space with cool down sensory room accessible.
- Student Representative Council meetings once per week to voice student concerns and provide opportunities for student directed decisions.
- Psychology and education professionals to conduct parent workshops throughout the school year as they become available

CYS seeks to strengthen its curriculum strategies by ensuring that the Keeping Safe: Child Protection Curriculum is taught comprehensively at each year level. Annually, it is reviewed by using the *Keeping Safe: Child Protection Curriculum (KS:CPC) Site Implementation Rubric (SIR)*.



Training and Development

CYS seeks to provide professional learning opportunities for staff members to ensure consistent practice occurs around the prevention of and intervention after incidents of bullying, harassment or violence. Measures that are taken may include;

- Staff induction with school policies and procedures available within the CYS staff Moodle site
- Mandatory RAN: *Responding to Abuse and Neglect* training (as per employment requirements)
- *Keeping Safe: Child Protection Curriculum* training
- Stymie professional development
- Trainings as they become available within the Southern Yorke Partnership, eg.
 - Early Career Teachers: *Your classroom: Safe, orderly and productive*
 - Interaction with students who have significant behavioural issues: *Non-violent intervention* training

Distribution

The CYS Anti-Bullying Policy is distributed to students, parents and the community via:

- enrolment packs,
- start of year orientation,
- CYS newsletter
- CYS website (<http://centrallyorkeschool.sa.edu.au>).

Review Date

This document was ratified in term 3, 2018 and is to be reviewed in term 3, 2019.

Documented Processes

Safer DECD Schools (2011), National Safe Schools Framework Resource Manual (2011), Cossey Report (2011), Central Yorke School Student Code of Conduct (draft, 2018), Central Yorke School Behaviour Management Policy (2018), Keeping Safe: Child Protection Curriculum (KS:CPC) Site Implementation Rubric (SIR).

Further information

Websites and phone numbers:

- Stymie – www.stymie.com.au
- Bullying No Way! – <https://bullyingnoway.gov.au>
- Student Wellbeing Hub – <https://studentwellbeinghub.edu.au>
- Office of the eSafety Commissioner – <https://www.esafety.gov.au>
- DECS information for students: www.decs.sa.gov.au > Student Information, > Your Health and Wellbeing > Bullying and harassment
- Australian Communication and Media Authority's advice for parents - www.cybersmart.gov.au
- Children, Youth and Women's Health Services www.cywhs.sa.gov.au – Information for parents and young people
Parent Helpline: 1300 364 100 – Youth Healthline: 1300 131 719
- Kids Helpline: 1800 551 800
- Youth Beyond Blue www.youthbeyondblue.com
- Reach Out <http://au.reachout.com/>
- Parenting SA Parent Easy Guides www.parenting.sa.gov.au



- Equal Opportunity Commission of South Australia: equal opportunity, human rights and laws, complaints:
www.eoc.sa.gov.au Phone: 82071977
- The Department for Education: Regional Office Kadina, Phone: 8821 2555



APPENDIX A: Flow-chart of processes

BULLYING INCIDENT OCCURS

Students, parents and community members are highly encouraged to seek out a staff member that they feel comfortable in confiding to. All bullying is also able to be reported through the online bullying notification system, Stymie. Stymie can be accessed at www.stymie.com.au. All CYS staff report instances of bullying and harm via mandatory email in the 24 hours following the incident to the Student Wellbeing Leader.

Behaviour defined by CYS staff as:

Level 1 Behaviour:

Physical: Invading and not respecting someone’s personal space (tripping, pushing, poking) or their personal belongings.

Verbal: Talking about or to another person in an offensive manner (putdowns, teasing).

Sexual: Sexually inappropriate gestures/ discussions/ comments/ drawings.

Racial: Negative comments regarding somebody’s race or culture.

Cyber: Using technology to discuss or make negative comments about a person on social media.

Exclusion: Excluding another person and encouraging others to do the same.

Level 2 Behaviour:

Physical: Persistent and repeated invasion of someone’s personal space or their personal belongings. **Verbal:** Persistent and repeated talking about or to another person in an offensive, abusive manner. **Sexual:** Explicit sexually, inappropriately, targeted gestures / discussions / comments / drawings. **Racial:** Aggressive or persistent negative comments regarding somebody’s race or culture. **Cyber:** Repeatedly using technology to discuss or write negative comments or show negative images. Encouraging a physical incident to occur.

Exclusion: Shutting someone out or denying them access in a mean way.

Level 3 Behaviour:

Physical: Making physical contact with another person with the intent of causing harm or damaging someone’s property beyond repair.

Verbal: Making serious threats to harm another person either physically, socially or emotionally. Swearing at or attempting to intimidate staff.

Sexual: Inappropriate touching, comments or physical contact. Sharing pornographic images at school.

Racial: Abusing and treating someone unfairly in relation to their race or culture.

Cyber: Use of technology to distribute violent, sexual, pornographic or negative content onto others.

Exclusion: Deliberately hurting someone’s mental health by isolating them.

Three **level 1** behaviours will result in a **level 2** response

A repeat of a **level 2** behaviour will result in a **level 3** response

Response

In class: Behaviour Management process followed.

Out of class: Student Wellbeing Leader collaborates with classroom teacher for restorative process.

Consequences will include: rubbish pickup, yard play restrictions or recess/lunch time-out.

Staff responsible:

Classroom teacher
Student Wellbeing Leader

In class: Behaviour Management process ‘FAST TRACK – Leadership Intervention’ followed.

Out of class: Student Wellbeing Leader follows up with assistance from CYS Leadership Team.

Consequences will include: restricted access to classroom activities, take home or internal suspension.

Staff responsible:

Classroom teacher
Student Wellbeing Leader
CYS Leadership Team

In class: Behaviour Management process ‘FAST TRACK – Leadership Intervention’ followed.

Out of class: Student Wellbeing Leader notifies the Principal.

Consequences will include: community service, suspension, exclusion and/or police as decided by the Principal.

Staff responsible:

Classroom teacher
Student Wellbeing Leader
Principal