



A6 SAFE SCHOOL POLICY (Students)

1. Statement of Purpose

Pulteney Grammar School (School) is committed to providing an educational environment that promotes the dignity and respect of all members within its community.

All members of our School community have the right to a working and learning environment free from all forms of bullying and harassment.

The School recognises that in any organisation there is the potential for bullying and harassment to occur. Any form of bullying or harassment is unacceptable and the School is committed to addressing it. Each report of bullying and harassment will be taken seriously and members of the community can expect the issue to be thoroughly investigated in a supportive and confidential manner.

There is an expectation that all members within the School community honour and support the commitment to this policy.

2. Scope

This policy is inclusive of all students attending Pulteney Grammar School.

3. Definitions

All forms of bullying and harassment are hurtful and damaging. Each has its own characteristics and can be separately identified.

3.1 Bullying

Bullying is repeated intimidation of someone or a group of people with whom the offender means to hurt, isolate, threaten, exclude or embarrass. According to Rigby (1996), it involves the following seven key features:

1. An initial desire to hurt.
2. The desire is expressed in action.
3. Someone is hurt – emotionally or physically.
4. It is directed by a more powerful person or group against someone less powerful.
5. It is without justification.
6. It is typically repeated.
7. It is delivered without empathy.

Bullying may occur through a range of mediums – it can be physical and verbal, written, visual (including technological modes) and involve gestures, exclusion or extortion. It is important to recognise that bullying may cause distress not only at the time of the incident but also by threat of future incidents occurring.



It is not bullying when two students of a similar age, physical and emotional development have a disagreement or conflict. Such grievances will be treated as per the sub-school's behaviour support policy.

3.2 Cyber bullying

Cyber-bullying explicitly refers to bullying that occurs through information and communication technologies such as the internet and mobile phones. Forms of cyber bullying may include (but is not restricted to):

- Sending offensive text messages, Instant Messages, pictures or prank phone calls
- Using a person's screen name or password to pretend to be them
- Forwarding private emails, messages, pictures or videos to other, unintended recipients
- Posting negative comments or compromising pictures
- Intentionally excluding others from an online group.

3.3 Harassment

In a resemblance to bullying, harassment often involves a more powerful person or group oppressing a less powerful person or group. Harassment differs from bullying in that it offends an individual or group based upon certain characteristics, including (but not limited to):

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender, gender identity and gender expression
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

Harassment is a behaviour that offends, humiliates, intimidates, or creates a hostile environment. Harassment may occur even if it is not intentional. It is the impact of the behaviour on the person concerned that is important, not the intention of the 'harasser'.

The medium through which harassment can occur is vast– it may be physical, verbal, written, visual (including harassment through technologies such as the internet and mobile phones) and involve gestures, exclusion or extortion.

Furthermore, harassment may be sexual in nature (see below for policy relating to sexual harassment within the School).

3.4 Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature against another individual, where the other individual reasonably feels offended, humiliated or intimidated. In accordance with sections 28A (1) of the Sex Discrimination Act (1984) a person sexually harasses another person (the person harassed) if:



- (a) the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person harassed; or
- (b) engages in other unwelcome conduct of a sexual nature in relation to the person harassed;

It is the effect of the behaviour on the receiver that is relevant not the intent. Sexual harassment behaviours may include (but is not restricted to):

- Uninvited physical contact including touching and kissing
- Verbal remarks with sexual connotations
- Any action or comment of a sexual nature
- Sexual pictures, objects, phone calls, emails, text messages, letters or literature
- Questions or insinuations about a person's private life
- Direct or implied propositions or requests for dates or sexual favours where these are unwelcome
- Questions about sexual activity
- Sexually explicit jokes, banter or innuendo
- Viewing, downloading or printing pornography or sexually explicit material

4. Preventative Actions

Bullying and harassment both diminish an individual's self-confidence and self-respect. They can undermine an individual's sense of belonging and self-worth. The School recognises that all members within our community have a role to play in ensuring everyone has a learning and working environment free from all forms of bullying and harassment.

4.1 The Student Role

Self-help is often the first step to address bullying and harassment situations. Discounting any form of sexual harassment, and so long as they feel safe to do so, students are encouraged to be independent and proactive by following the 3 step method outlined below.

Step 1. Ignore them or walk away. Many bullies will gain pleasure out of your acknowledgment or reaction. In the first instance, try ignoring them or simply walk away so they are not given the response they are after.

Step 2. Be assertive. If the bullying or harassment continues, ask them to stop. At this stage, it is important to communicate your feelings and to set clear boundaries about what you would like them to stop. Be assertive but not aggressive. The bully may not realise they are being hurtful. An example statement you could say is, "when you do x I feel y. Please stop."

Step 3. Report. If, after step 2 the bullying or harassment continues, or you do not feel safe to attempt steps 1 and 2, then you must report the behaviour immediately to your class teacher or another staff member. Reporting is not "dobbing" and it is necessary to solve the problem.

Any physical injury should be reported to a teacher or to the School nurse immediately.

4.2 The Role of the Bystander

As a caring School community that espouses Christian values, we do not want cases of bullying or harassment to go unreported. This means that we need to speak up, even at risk to ourselves, rather than being silent bystanders.

In attempts to prevent bullying or harassment, students need to:

1. Refuse to be involved in any situation of bullying or harassment.
2. If present when bullying or harassment occurs:
 - If appropriate, take some form of preventative action - ask for the bullying to stop and tell them that what they are doing is not okay.
 - Report the incident, or suspected incident, to a teacher and help break down the code of silence.
 - Be supportive. Ask if the person is okay and if they would like assistance.
3. Refuse to be silent a bystander - a bystander who witnesses bullying or harassment and does nothing about it gives the bully permission to continue.

4.3 The Staff Role

Staff have a duty to ensure that any bullying or harassment brought to their attention or personally witnessed, is addressed as soon as possible. In almost all cases, information should be shared immediately with the appropriate staff, to enable the best possible response to be developed. Additionally, staff have a responsibility to:

1. Be role models in word and action at all times.
2. Be observant of signs of distress or suspected incidents of bullying or harassment.
3. Make efforts to remove occasions for bullying and harassment by active patrolling during yard duty.
4. Arrive at class on time and move promptly between lessons.
5. Take steps to help victims and remove sources of distress without placing the victim at further risk.
6. Participate in proactive education to make known the School's policy, develop strategies for coping with bullying / harassment and create a climate in the School where bullying and harassment are not tolerated.
7. Report suspected incidents to the appropriate designated staff member who will follow the set guidelines (Heads of sub schools, Assistant Heads of Pastoral Care, Middle School and Prep, Heads of Houses, Deputy Principal).

4.4 The Parent Role

The School expects parents to support the actions of staff in implementing a supportive environment by:

1. Watching for signs of distress in their children.
2. Taking an active interest in their childrens' social life and acquaintances.



3. Advising their children to report any incidents to a staff member. It is recommended that the students be allowed to report and deal with the incident themselves. In this way they can build their resilience through taking the initiative in dealing with the incident.
4. If the student is not confident in reporting an incident, inform the school if bullying or harassment is suspected.
5. Keeping copies of evidence of bullying such as printed versions or screenshots from social media
6. Encouraging their children not to retaliate.
7. Communicating to their children that parental involvement may be appropriate depending on the situation.
8. Being willing to attend interviews if their children are involved in any incident of bullying or harassment.

4.5 Safe Schools Coalition

Pulteney Grammar is a member of the Safe Schools Coalition. The School acknowledges the diversity of those within our community and the world around us. Students and staff are expected to support efforts in making the school more inclusive for same sex attracted, intersex and gender diverse young people.

Homophobic or Transphobic behaviour will be treated in the same way as any other form of harassment and bullying outlined in this policy.

What the staff/ school will do:

1. Staff will challenge homophobic and transphobic language every time they hear it and name the issue. For example, "It is not okay to use the word 'gay' as a synonym for something negative. That is hurtful to the people who are gay and does not contribute to our school culture of respect for inclusion." Additionally, staff can refer to this policy and the School's commitment to the Safe Schools Coalition.
2. Staff should give consequences for homophobic language and acts of discrimination. These consequences should be consistent with those outlined for breaching the Bullying and Harassment policy (see section 5).
3. The School will address all issues of homophobia and transphobia brought to their attention, including peer pressure and social stigmatisation.
4. The School will foster a culture of openness and a celebration of diversity
5. The School will respect students who wish to remain unidentified
6. As per the Australian Curriculum, staff will affirm diversity in relation to sexuality and gender, as appropriate in class discussions and activities.

5. Breach of this Policy

5.1 Bullying and Harassment

If a Pulteney student is reported for bullying or harassment, appropriate members of staff (Heads of sub schools, Assistant Heads of School, Middle School and Prep, Heads of Houses, Deputy Principal) will fully investigate the matter. If it is shown that bullying or harassment has occurred the following actions may be taken.



Upon verification of a report, the student's behaviour will be brought to their attention and they will be provided an opportunity to explain their actions. In reconciling their behaviour the School will take a restorative justice approach. Under these circumstances, the goal is to make it clear to the offender that their behaviour is not condoned, at the same time as being supportive and respectful of the individual. The report will be recorded and placed on the students file.

Any further notification of continued bullying or harassment will result in other measures being taken. These measures could include further counselling, detentions, and the possibility of suspension and/or exclusion. Offenders may risk criminal prosecution.

The Head of each Sub-School may interpret these consequences according to the age of the participants.

5.2 Sexual Harassment

In accordance with sections 28 (1), (2) and (3) of the Sex Discrimination Act (1984), sexual harassment is explicitly unlawful under the following circumstances:

- The sexual harassment of any student or prospective student by a member of staff.
- The sexual harassment of any student or staff member by an adult student.
- The sexual harassment of any staff member from other schools by an adult student from Pulteney Grammar.

An adult student means a student who has attained the age of 16 years.

If a student is sexually harassed by another student or staff member, regardless of age, they should promptly report the behaviour to the Head of their sub-school, the Deputy Principal or another member of staff. The School will conduct a formal investigation in accordance with the procedures outlined in the Child Protection Policy. If it appears that sexual harassment may have occurred, the School will make every attempt to resolve the matter, that is, to see that the behaviour is stopped. If the matter is not resolved internally or the harasser is aged 16 or over, students and families may also wish to pursue the matter externally. External options may include:

- The Equal Opportunity Commission or Australian Human Rights Commission;
- External advice and/or representation; or
- Various community help groups.

6. Confidentiality

The details of complaints of bullying and harassment will remain confidential unless specific permission from the complainant is granted, disclosure is required by law or where limited disclosure is required as part of the investigation process.

Any person who breaches confidentiality may be disciplined.

7. References

- A8 Policy on Dealing with Grievances and Complaints
- C3 Child Protection Policy
- Sex Discrimination Act (Cth) 1984
- Racial Discrimination Act (Cth) 1975
- Racial Hatred Act (Cth) 1995
- Disability Discrimination Act (Cth) 1992
- Human Rights and Equal Opportunity Commission (HREOC) Act (Cth) 1986
- Rigby, K. (1996) Bullying in schools and what to do about it. Melbourne: Australian Council for Educational Research.
- The Equal Opportunity Commission has information about sexual harassment on its website, www.eoc.sa.gov.au and can be contacted for help on 8207 1977 or for country callers 1800 188 163.

8. Responsibilities

Principal	Is accountable for ensuring that appropriate and relevant policies and procedures are developed, implemented and reviewed on a regular basis.
Members of Executive	Are responsible for approving the policy, and supporting and monitoring Safe School Policy as defined herein.
Line Manager	Should be the first point of contact for staff who may have questions regarding this policy.
Staff Member	Is responsible for adhering to this policy and referring any questions they have to their line manager.
School Psychologist / Counsellor	Delegated responsibility for ensuring that the policy is reviewed and updated, communicated to staff, and available on the School intranet.

9. Version Control

Version	Date Released	Approved By	Amendment
1	April 2006	Principal	Initial policy created
2	April 2010	Principal	Reviewed
3	July 2013	Principal	Reviewed
4	October 2013	Principal	Reviewed
5	September 2015	School Psychologist	Document updated and rewritten to define appropriate and inappropriate behaviours.