



A6 ANTI-BULLYING & HARASSMENT POLICY (Students)

1. Statement of Purpose

Pulteney Grammar School Mission: To provide a meaning and useful educational experience for each and every student that enables them to be their best self.

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 in line with legislative requirements.

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

2. Pulteney Values

The Bringing our Values to Life student project expresses our school values as such:

As students at Pulteney we.....

Authentic: As members of the Pulteney Community, we are open to thinking about our values, and support others to do the same. We enter with an open mind so that an environment of self-awareness and integrity is nurtured.

Purposeful: As members of the Pulteney Community, we strive to be thoughtful and reflective in our everyday lives, taking responsibility for our choices. We take deliberate action to see the value in every opportunity presented to us.

Personalised: As members of the Pulteney Community, we seek to challenge ourselves through distinctive opportunities, whilst creating an enriched experience for those to come.

Boundless: As members of the Pulteney Community, we aim to venture out of our comfort zones. We explore and follow our passions, while supporting others to do the same.

Enduring: As members of the Pulteney Community, we aim to be respectful stewards of the school, to contribute to a legacy bigger than ourselves.

Relationships: As members of the Pulteney Community, we strive to display respect and empathy for our peers so that positive relationships can be fostered and maintained. We consider the impact of our decisions on others.

These values, along with corresponding actions, are visible in each classroom from Year 3-12.

3. Scope

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

4. Definitions

4.1 Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons, leaving them feeling annoyed, uncomfortable, embarrassed or hurt.

Bullying can take many forms, including:

Physical bullying (causing physical harm: e.g. punching, kicking, fighting, damaging property, invading someone's personal space).

Verbal bullying (e.g. name-calling, teasing, spreading rumours, demeaning someone, swearing, using offensive language).

Exclusion or social bullying (e.g. leaving a person or group out of social or group activities).

Cyber bullying – bullying which uses e-technology as a means of victimising others. See further details below.

Sexting - when sending sexually explicit messages or photographs via electronic devices may lead to public humiliation.

Victimisation (e.g. standover tactics, extortion, picking on others and repeated exclusion).

Racial bullying (e.g. bullying which targets a person's race or religion).

Sexual bullying (e.g. touching or brushing up against another person in a sexual manner, using rude names, or commenting inappropriately about someone's sexuality or morals).

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

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.

4.2 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 are not restricted to):

- Sending offensive text messages, Instant Messages or pictures.
- 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.
- Spreading rumours or gossip about someone online.
- Intentionally excluding others from an online group.

4.3 Harassment

Harassment is any type of conduct or behaviour towards another person which is offensive, humiliating, demeaning, derogatory or intimidating. Harassment can be verbal, physical, written or visual. Harassment can take many forms, including but not limited to:

- making offensive comments, or jokes, about a person's religion, physical appearance, dress or private life.
- asking intrusive questions of a racial, religious or physical nature, or in relation to a disability.
- using technology to post inappropriate comments about a person's religion, physical appearance, dress or private life.

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 4.4)

4.4 Sexual Harassment

Sexual harassment is any unwanted or unwelcome sexual behaviour which makes a person feel offended, humiliated or intimidated.

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

- uninvited/unwelcome physical contact including touching and kissing.
- staring or leering.
- suggestive comments or jokes.
- insults or taunts of a sexual nature.
- intrusive questions or statements about your private life.
- displaying posters, magazines or screen savers of a sexual nature.
- sending sexually explicit emails or text messages.
- inappropriate advances on social networking sites.
- viewing, downloading or printing pornography or sexually explicit material at School.
- requests for sex or repeated unwanted requests to go out on dates.
- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

4.5 Supporting Student Diversity

Pulteney Grammar 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 School will do:

- 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 should refer to this policy.
- Staff should give consequences for homophobic language and acts of discrimination. These consequences should be consistent with those outlined for breaching the Anti-Bullying and Harassment Policy (Students).
- The School will address all issues of homophobia and transphobia brought to their attention, including peer pressure and social stigmatisation.
- The School will foster a culture of openness and a celebration of diversity.
- The School will respect students who wish to remain unidentified.
- As per the Australian Curriculum, staff will acknowledge diversity in relation to sexuality and gender, as appropriate in class discussions and activities.

5. 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.

5.1 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 considering the following strategies:

- Tell them to stop in an assertive manner e.g., “when you do x I feel y, if it doesn’t stop, I’ll be reporting you to a teacher”. It is important to communicate your feelings clearly and to outline clear expectations and boundaries.
- Walk away and go somewhere safe.
- Talk to an adult at the school or at home.
- Get support from your friends; ask friends, parents or teachers for their help to deal with the issue safely.

If the bullying or harassment is taking place online (cyber bullying), and you feel safe to do so, consider applying the following strategies:

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Date for revision: November 2026

Policy developer: Heads of School, Head of Student Wellbeing

External sources:

Version: 11

- Do not respond to the message or image.
- Save the evidence as a screenshot if you wish to use it as part of dealing with the bullying.
- Block the sender or delete the message.
- Report the situation to the website or internet service provider.
- Talk to trusted people e.g., friends, family, parents, teachers and Police if necessary.

Having the courage to speak to someone is important if you are being bullied or harassed. Sometimes, applying the above strategies can be an effective means of stopping the bullying or harassment. However, if that doesn't work, or you feel unsafe to do so, then you must report the behaviour 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 staff member immediately.

5.2 The Role of the Bystander

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

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

- Refuse to engage in bullying or harassment.
- If present when bullying or harassment occurs:
 - If appropriate, take some form of preventative action, e.g. tell the individual that their behaviour is not okay and that the bullying or harassment needs to stop.
 - 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.
- Leave negative online conversations – do not join in with online bullying.
- Refuse to be a silent bystander - a bystander who witnesses bullying or harassment and does nothing about it gives the bully permission to continue.

5.3 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 (e.g. class teacher, Head of Sub-school), to enable the best possible response to be developed. In addition, staff must ensure that appropriate information is shared during key transitions, i.e. one class teacher to the next, from year to year, and from one Head of School to the next, as a student progresses through the school.

Additionally, staff have a responsibility to:

- Be role models in word and action at all times.
- Be observant of signs of distress or suspected incidents of bullying or harassment.
- Make efforts to remove occasions for bullying and harassment by active patrolling during yard duty.
- Arrive at class on time and move promptly between lessons.
- Take steps to help those targeted by bullying or harassment and remove sources of distress without placing them at further risk.

- 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.
- Report suspected incidents to the appropriate designated staff member who will follow the set guidelines.

5.4 The Parent Role

When people are bullied or harassed they may feel angry, embarrassed, frightened, humiliated or uncomfortable, scared or unsafe. Parents play an integral part in developing and maintaining a partnership with the School to promote a supportive environment. Parents and caregivers are important partners in helping the School to respond to and manage any incidents of bullying and harassment.

If a parent believes their child is being bullied or harassed, or has been involved in or witnessed the bullying or harassment of others, it is important to stay calm and take the following steps:

- Listen openly and actively.
- Affirm that reporting concerns about bullying and harassment is the right action to take.
- Support the child to plan next steps and keep notes of recollected events including keeping copies of any evidence of bullying or harassment such as printed versions or screenshots from social media.
- If the student is unsure about reporting the matter to the School, parents are encouraged to contact the child's teacher, Head of House, Assistant Head of School or Head of Sub-school, the School Psychologist, Counsellor or Chaplain, Deputy Principal or Principal.
- It is important to raise matters with the School and not to contact other students or parents.

6. Breach of this Policy

6.1 Bullying and Harassment

If a Pulteney student is reported for bullying or harassment, appropriate members of staff 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 student's 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.

Level 1 Bullying and Harassment (Low Level)

Periodic thoughtless name calling, teasing, occasional exclusion or theft of belongings. These incidents can be annoying and hurtful and can escalate and then involve more serious forms of bullying (Level 2 or 3).

Teaching staff would be responsible for dealing with bullying and harassment at this level.

1. Interview all involved individually.
2. Inform person bullying about the effects of bullying. The actions are not acceptable to the School.
3. Inform person bullied about ways to deal with bullying.
4. Meet perpetrator and complainant together if appropriate.
5. Impose appropriate consequence.
6. Monitor carefully what happens next and be prepared to intervene.

Level 2 Bullying and Harassment (ongoing, medium level)

Bullying at this level may be systematic and malicious over time. It may include cruel teasing, continual exclusion, minor threats or relatively minor physical abuse such as pushing, tripping or theft of property. It can escalate into more serious bullying (Level 3).

Assistant Heads of School, Heads of House, School Psychologist/Counsellor Chaplain supported by Senior Leadership Team would generally deal with issues at this level.

Follow the steps above and undertake the following:

1. Formally document what has happened and what action has been taken.
2. Contact parents/carers.
3. Implement counselling and mediation.
4. Provide opportunity for skills acquisition and support to modify behaviours.
5. Implement appropriate consequences (may include sanctions).
6. Monitor carefully what happens next and be prepared to intervene.

Level 3 Bullying and Harassment (ongoing, serious behaviour)

Bullying at this level is considered to be cruel, malicious and intense. It occurs over an extended period of time and is distressing to the person receiving it. It includes serious physical assaults and child protection issues, but is still considered severe if non-physical methods such as name-calling and exclusions are used.

A member of the Senior Leadership Team is responsible for addressing issues at this level.

Follow the steps above and undertake the following:

1. Undertake a formal investigation and document the process and outcomes.
2. Meet with parents/carers of those involved.
3. Recommend required educational activities (e.g. anger management).
4. If appropriate, enact suspension/exclusion processes.
5. Involve relevant agencies: e.g. Police, and report to Child Abuse Report Line if required.
6. Monitor carefully what happens next and be prepared to intervene.

6.2 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 a student over the age of 16.

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 School, the Deputy Principal, the Principal or another member of staff.

The School will conduct a formal investigation in accordance with the procedures outlined in the School's Child Protection Policy. If 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 SA or Australian Human Rights Commission;
- External advice and/or representation; or
- SA Police.

7. 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.

8. References

- A3 Student Behaviour Support Policy
- A8 Grievances and Complaints – Parents and Caregivers
- C3 Child Protection Policy
- AISSA Student Anti Bullying and Harassment: Policy Guidelines 2016
- Children's Protection Act (SA) 1993
- Disability Discrimination Act (Cth) 1992
- Equal Opportunity Act (SA) 1984
- Education and Early Childhood Services (Registration and Standards) Act 2011
- National Safe Schools Framework, Updated 2013, Education Services Australia.
- Racial Discrimination Act (Cth) 1975
- Racial Hatred Act (Cth) 1995
- Sex Discrimination Act (Cth) 1984

9. Responsibilities

Principal	Is accountable for ensuring that appropriate and relevant policies and procedures are developed, implemented and reviewed on a regular basis. Is responsible for ensuring the policy is published on the School's website.
Members of Executive	Are responsible for approving the policy, modelling and promoting appropriate behaviour and supporting and monitoring the Anti-Bullying & Harassment Policy (Students) 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 and implementing this policy, modelling and promoting appropriate behaviour and responding in a timely manner to incidents of bullying and harassment in accordance with this policy. 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, students and parents, and available on the School's intranet.
Students	Have a responsibility to behave appropriately, respecting individual differences and diversity and to follow the School's Anti-Bullying & Harassment Policy (Students) in relation to their behaviour and reporting any concerning behaviour of others.
Parents and Caregivers	Are responsible for supporting their children to become positive citizens and assisting their child to understand and appropriately respond to bullying and harassing behaviour. Work collaboratively with the School to resolve incidents of bullying when they occur.

10. 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.
6	August 2017	Principal	Document updated and references added.
7	October 2017	School Psychologist	Policy consulted with student focus groups
8	November 2017	School Psychologist & Principal	Reviewed and additions made in sections 3,4,5,7 & 8. Ratified School Executive
9	February 2018	Principal	Ratified Board of Governors
10	February 2020	Head of Student Wellbeing	Reviewed

11	August 2023	Wellbeing Committee	Inclusion of school values – rewording of Safe Schools coalition to Supporting Student Diversity
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