Updated: September 2025

BULLYING PREVENTION POLICY

SEHS STATEMENT

At Salisbury East High School, every member of our school community is valued and has the right to learn and work in an environment that is safe, inclusive, and conducive to learning, free from harassment, violence, and bullying. We are committed to ensuring that everyone comes to school feeling happy, secure, comfortable, and respected. Harassment in any form is unacceptable and will be addressed seriously and promptly.

NATIONAL DEFINITION OF BULLYING

- Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Types of harassment and bullying include:

- 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.
- Bystander action (encouraging bullying by laughing, cheering, encouraging or instigating).

REPORTING BULLYING

If a student is being bullied or if they know someone who is being bullied, they should report it to one or more of the following people:

- Any member of staff.
- Heads of School.
- Year Level Coordinator.
- Wellbeing Leader.
- Youth Worker.
- Deputy/Principal.
- Parent or Caregiver.
- A member of Student Voice.
- Friends.

Bystanders to bullying have a responsibility to report it. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.

Students may be reluctant to report incidents of bullying so, when a student, parent or member of the school community reports an incident, this needs to be actioned immediately according to the flow chart 'Reporting Bullying and Harassment'. Parents and students may find it helpful to write down the details of the incidents as a first step, and then:

- Speak to any of the above listed people in person or via phone on 8258 2070.
- And/or email the school using the following address: dl.1011_info@schools.sa.edu.au
- And/or complete a Bullying/Harassment & Racism Reporting Form located on the student's Daymap 'Quick Links'.

Reporting of an incident should occur as soon after the incident as possible.

RESPONSIBILITIES

Responsibilities of Students:

- Be respectful towards other students, staff and members of the school community.
- Participate in Mentoring Class sessions that relate to the school's Bullying Prevention Policy.
- Report bullying incidents and be a willing participant in restorative meetings.

- 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 child'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 and restorative meetings to address issues of bullying.
- Participate in developing, implementing and reviewing the schools Bullying Prevention Policy and procedures.
- Delivering relevant anti-bullying curriculum that equips students with skills to manage bullying situations effectively.
- Critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully.
- Establish, maintain, make explicit and model the schools expectations relating to bullying.
- Participate in training and development related to decreasing bullying in schools.
- Support students to decrease negative bystander behaviour.
- Provide intervention support services for victims/perpetrators as required.

Responsibilities of the Principal:

- Develop, implement and regularly review the school's anti-bullying policy.
- Regularly include the topic of bullying behaviour as a Governing Council agenda item (including bullying data, trends and anti-bullying programs and initiatives).
- Ensure that all new students to the school, and their families, are aware of the anti-bullying policy and other relevant school policies and the decision-making procedures open to them if they wish to influence school practice.
- Provide access to relevant professional development to all staff, in particular Year Level and Wellbeing Coordinators and other key staff, to effectively manage bullying and implement intervention strategies.
- Manage incidents of bullying in a way that is consistent with the DfE SEE Procedures.

- Ensure that families have access to the school's Bullying Prevention Policy and related documents, Governing Council reports and the school's grievance procedures.

HOW TO RECOGNISE IF A STUDENT IS BEING BULLIED

A change in behaviour in students may be a signal that they are being bullied or have some other concern. 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'.

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

We will listen and talk to the person who has been bullied; discuss possible strategies for helping to deal with the bullying; and negotiate what further follow up is required, which 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. Parents/caregivers will be informed and invited to be a part of the process to help their son/daughter to change their behaviour. This process will include the possible future consequences if the person doing the bullying does not change their behaviour.
- Following the procedure outlined in the accompanying flow chart 'Reporting/Responding to Bullying and Harassment'. Staff will use professional judgement in determining the entry point on the flow chart.

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 extra-curricular and other activities.
- Suspension from school.
- Referral to DfE agencies.
- Exclusion from school.

Some flexibility is needed in how incidents are tackled, depending on the nature, severity and extent of the bullying. When sanctions are applied, they are appropriate to the severity of the offence, this is determined by the professional judgement of staff involved. It is important to note that these steps may change. At Salisbury East High School, 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 also use these regulations for incidents that occur off-site and/or out of school hours, if another student's safety of wellbeing has been threatened. This is particularly relevant in cases of cyberbullying and violence.

The student who has been bullied may need support and assistance from SEHS after the problem has been resolved. This is because the effect of being bullied may result in continued anxiety and feeling unsafe at school, which can affect a student's capacity to learn.

School prevention strategies include:

- Using our mentoring program to teach students about bullying and being an effective bystander.
- Working in conjunction with Student Voice to develop whole school awareness of bullying and harassment.
- Inviting guests 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 and community.
- Teaching students about violence prevention, conflict resolution, anger management, restorative practices and problem solving, and developing policies which promote student safety.
- Teaching for and about diversity.
- Providing professional learning for staff.

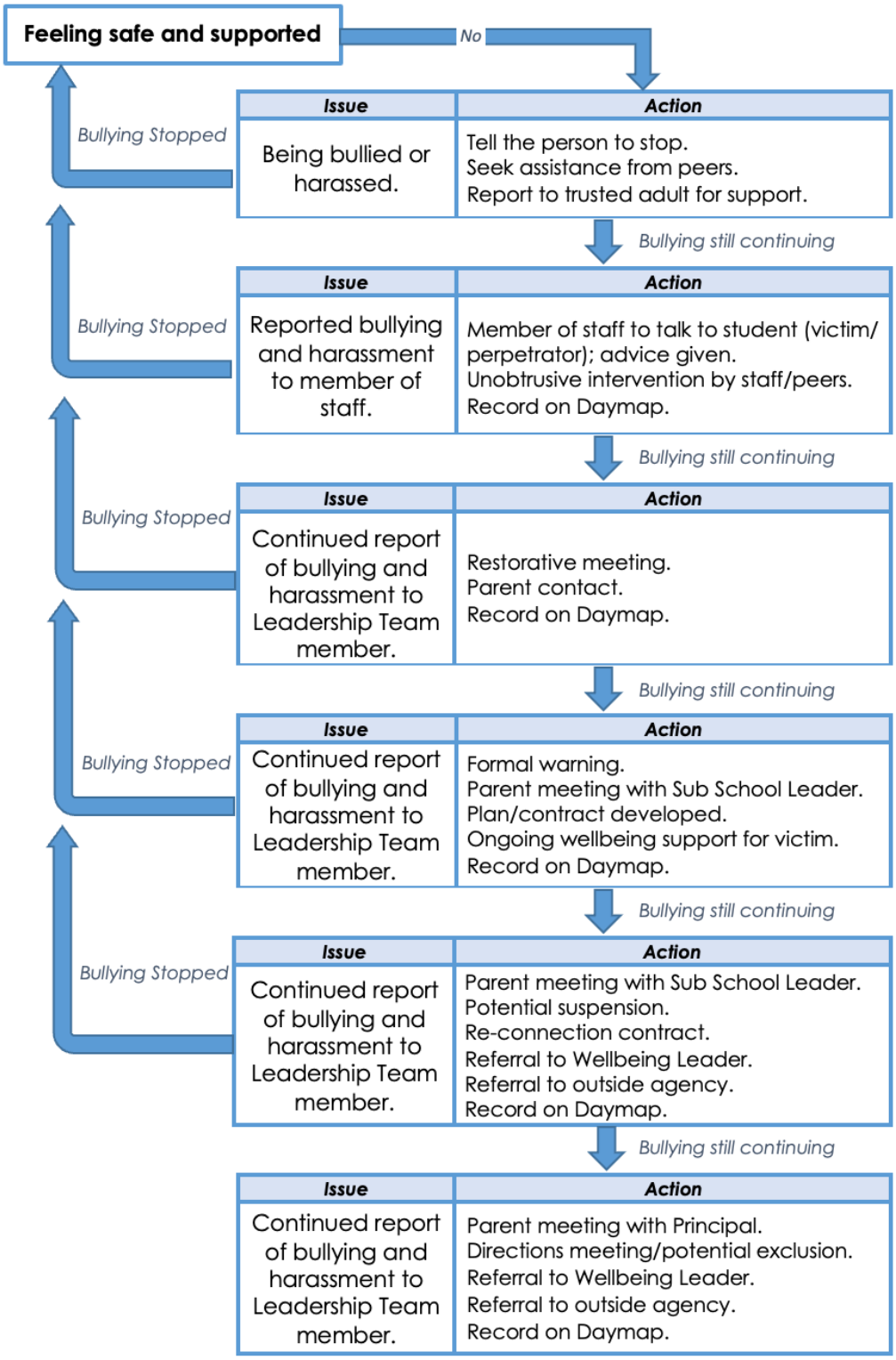
Intervention strategies include:

- Counselling students who have been bullied.
- Holding restorative meetings.
- 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.

REPORTING BULLYING AND HARASSMENT FLOW CHART



Students involved in a serious bullying and harassment, including violence, may include the involvement of SAPOL