

Appendix 2 - Bullying, Discrimination and Harassment Policy and Procedures

Introduction

Melville SHS believes that every person has the right to be treated in a way which preserves his/her dignity. This school community believes all students should feel safe and valued while caring for Melville SHS. We also need to acknowledge and be aware that bullying and harassing behaviour can occur in all facets of our society, including the school environment. Therefore, as we shape the lives of young people in our community, we must deliver a clear message that bullying and harassing behaviour is unacceptable in this school or anywhere else.

The definition of bullying for this policy is as follows:

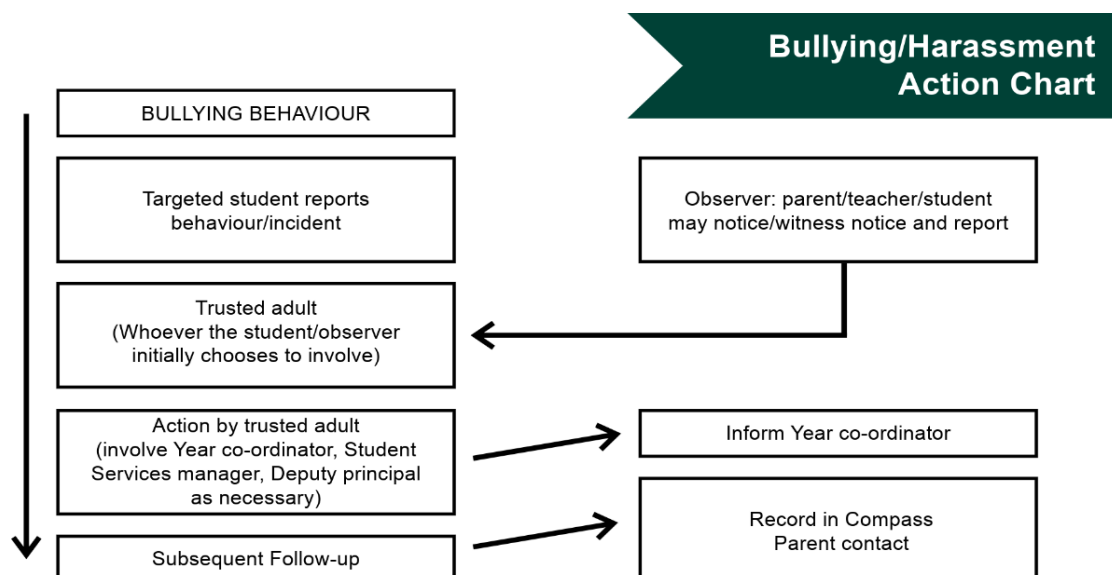
Bullying is different from “Conflict”. The conflict between students arises sometimes and should not be confused with bullying. Students are encouraged to seek assistance from parents, teachers and Year Coordinators to help them resolve conflict. Bullying is the deliberate and continual desire to hurt, injure, threaten, dominate or embarrass or cause discomfort to someone and is characterised by:

- A power imbalance - when an individual or group is victimised/targeted by an individual or group who considers themselves more powerful.
- Repetition, sometimes over long or intermittent periods.

This school regards as unacceptable and will not tolerate:

- Discrimination based on race, physical or mental ability, colour, religion, gender, sexuality or age.
- Harassment of any kind.
- Physical aggression.
- The use of put-down comments or insults.
- Name-calling.
- Damage to another person’s property.
- Deliberate exclusion from activities.
- The setting up of humiliating experiences.
- Spreading of rumours about another person.
- Encouraging bullying by others.
- Providing a bully with an audience by passively watching bullying occur.

Students and teachers who experience any of the above are strongly encouraged to report the behaviour to the appropriate Year Coordinator or Student Services Manager, as are teachers and students who have an awareness that others are experiencing it.



Stages of Action

First Incident

- Involve the person targeted and explain possible actions – get agreement to act on the level of intervention.
- Conduct separate discussions with both parties. Apply a restorative approach but highlight concerns of each side. Ask questions such as: who was involved, how do they feel, and what would they like to see happen? Discuss the incident, explain the problem, discuss feelings for all parties concerned, ask for solutions/actions, and ask if either party requires support. Share the responsibility.
- Outline an action plan – meet with all parties to outline the plan.
- Monitor the situation with discussions with all involved with regular check-ins.
- Parent/caregiver/guardian contacted if necessary and made aware of the discussion.

Second Incident

- Formal discussion of the incident – name the behaviour and the consequences that will be assigned if the behaviour does not stop.
- Parents/caregivers/guardians of both parties contacted.
- Year Co-ordinator and Student Services Managers involved in the action at regular intervals.
- Monitor closely; follow up with both parties within an appropriate time frame.

Ongoing Incidents

- School-based consequences enforced (this may include suspension).
- Counselling of person/s deemed responsible. Support/counselling for the targeted student – This may be in the form of a restorative meeting.
- Parent/caregiver/guardian of both parties contacted.
- Where required, case conference with key staff including Deputy Principal, Student Services Managers and/or Year Coordinators, School Psychologists, student and parent/caregiver/guardian.