

Student Behaviour Management Anti-Harassment Policy



FISO: Positive Climate for Learning

*All members of the Foster Primary School community have
the right to feel safe.*

Harassment is the **exertion of power** by one person over another. It often presents as **bullying behaviour** – which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry. It is **unwelcome, unreciprocated, uninvited and usually repeated**. It is behaviour that breaches proper and professional conduct.

Harassment in any form is unacceptable. As educators, we have a responsibility to provide teaching and learning environments that are free from harassment; and which encourage students to develop attitudes and skills that discourage, challenge and report harassment in all forms.

When a person is bullied or harassed, they can be negatively affected by:

- feelings of anger, embarrassment, loss of self-confidence or humiliation
- not wanting to come to school
- feeling unsafe
- becoming depressed
- experiencing thoughts of self-harm or suicide

Examples of behaviours that could constitute bullying and harassment are:

- threatening a person
- following or getting others to follow them
- working with a gang or group in order to frighten, embarrass or humiliate a person
- hitting, punching, pushing or employing other unwanted aggressive physical contact against another person
- hiding or destroying a person's property
- making rude or unpleasant notes or drawings about another person
- name calling or other put downs
- racial or religious offensive insults
- deliberate and hurtful exclusion of others from groups
- spreading rumours about another person or their family
- cyber bullying (using social media, email, text messages etcetera to bully or harass)
- negative or offensive remarks or jokes about a person's disability
- commenting on gender identity

Examples of what could constitute sexual harassment are:

- unwanted touching or brushing up against another person
- calling another person rude names or making sexually suggestive comments or gestures
- commenting on the size or shape of another's body
- commenting sexually orientation
- comments about another's sexual preference or alleged sexual behaviours
- displaying or passing on sexually graphic material offensive or derogatory remarks about sexual orientation

What bullying is not:

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- **Mutual conflict:** involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **Social rejection or dislike:** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- **Single-episode acts:** of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

Foster Primary School aims to provide a fair and supportive environment free from all forms of harassment, that promotes personal respect, as well as providing physical and emotional safety for all.

Implementation:

- All classroom teachers are expected to put in place proactive strategies in regards to teaching/reteaching and modelling of equity and respect through the RRRR curriculum and SWPBS practices.
- All staff must make themselves aware of the legislative requirements relating to harassment.
- Staff, students and members of the school community will be familiar with the school's approach to harassment and will be provided with information relating to their rights and responsibilities.
- School-level protocols for resolving issues or complaints will be developed and well publicised.
- Staff members will not allow themselves or their colleagues to be subjected to harassment from parents/carers or students.
- All such issues must be immediately reported to the principal.
- Unresolved school-level issues may be referred by the principal, or the parties involved, to the appropriate authorities.
- Harassment by students will attract consequences consistent with our Student Behaviour Management Anti-Harassment Policy.
- All claims of harassment will be taken seriously and treated confidentially, documented, and promptly and constructively addressed.
- The rights and sensitivities of all individuals will be protected.

PROCEDURE FOR DEALING WITH ON-GOING INCIDENTS OF HARASSMENT

First Offence

- Investigation of incident by the supervising teacher at the time, member of the leadership team or Principal.
- Counselling/discussion with Wellbeing staff member – if needed.
- Behaviour form completed and incident recorded on Compass as an amber behaviour.
- Consequence may vary depending on the severity - lunch time detention; afterschool detention; suspension.
- Phone contact made with parents/carers and parents/carers emailed a copy of the policy.

Second Offence

- Investigation of incident by the supervising teacher at the time, member of the leadership team or Principal.
- Counselling/discussion with Wellbeing staff member.
- Behaviour form completed and incident recorded on Compass as a red behaviour.
- The student will have a lunchtime detention. Consequence may vary depending on the severity - internal or external suspension.
- Phone contact made with parents/carers and parents/carers emailed a copy of the policy.

Third Offence

- Investigation of incident by the supervising teacher, member of the leadership team or Principal.
- Counselling/discussion with the Wellbeing staff member, including identification as a possible mentor.
- Follow up conversation about appropriate behaviours and consequences as per SWPBS with SWPBS Coordinators.
- Consequence - one day internal suspension. Again, this can be moderated depending on the severity. The student cannot attend a school excursion/camp in the following week unless a parent/guardian is present and can be with their child 1:1.
- Student will need to play in a selected safe zone during recess and lunch for two days after the incident.
- Behaviour form completed and incident recorded on Compass as a red behaviour.
- Phone contact made with parents/carers, informing them of the incident and a suspension letter sent home.
- A back to class Student Support Group meeting will be held to discuss the strategies the student will use to prevent further incidents. This meeting will include the classroom teacher, Principal, Wellbeing staff member, mentor and a parent/carer. The student cannot return to school until this SSG meeting has taken place.

Fourth Offence:

- Investigation of incident by the supervising staff, member of the leadership team or Principal.
- Phone contact made with parents/carers, informing them of the incident and that the student will start an immediate internal suspension until parent/carer can pick up them up.
 - Counselling/discussion with the Wellbeing Coordinator and a parent/carer. At this meeting, the suspension letter will be handed to the parent/carer.

- Follow up conversation about appropriate behaviours and consequences as per SWPBS with SWPBS Coordinators.
- Letter to parents confirming outcomes and arrangements.
- Consequence - two day in-school suspension. Again, this can be moderated depending on the severity. The student cannot attend a school excursion/camp in the following two weeks unless a parent/carer is present and can be with their child 1:1.
- Student will need to play in a selected safe zone during recess and lunch for three days after the incident.
- The student must engage with counselling during their suspension, so that strategies can be agreed upon to prevent any further incidents. These sessions must be completed before the student returns to the classroom or outside spaces.
- Behaviour form completed and incident recorded on Compass as a red behaviour.
- A back to class Student Support Group meeting will be held to discuss the strategies the student will use to prevent further incidents. This meeting will include the classroom teacher, Principal, Wellbeing staff member, mentor and a parent/carer. The student cannot return to school until this SSG meeting has taken place.

Fifth Offence:

- Investigation of incident by the supervising staff, member of the leadership team or Principal.
- Phone contact made with parents/carers, informing them of the incident and to inform them that the student will start an immediate internal suspension until parents can pick up them up.
- Counselling/discussion with the Wellbeing staff member.
- Letter to parents/carers confirming outcomes and arrangements.
- Consequence - three day in-school suspension. Again, this can be moderated depending on the severity. The student cannot attend a school excursion in the next four weeks unless a parent/carer is present and can be with their child 1:1. In the case of a camp, staying overnight is not an option and the parent/carer will need to take the student there in the morning and then take them home at the end of the day.
- Student will need to play in a selected safe zone during recess and lunch for five days after the incident.
 - The student must engage with more counselling during their suspension. During these sessions the strategies and blockers to success will be discussed. These sessions must be completed before the student returns to the classroom or outside spaces.
 - Behaviour form completed and incident recorded on Compass as a red behaviour.
 - A back to class Student Support Group meeting will be held to discuss the strategies the student will use to prevent further incidents. This meeting will include the classroom teacher, Principal, Wellbeing staff member, mentor and a parent/carer. The student cannot return to school until this SSG meeting has taken place.

Sixth Offence:

- Investigation of incident by the supervising teacher, member of the leadership team or Principal.
- Phone contact made with parents/carers, informing them of the incident and to inform them that the student will start an immediate internal suspension until parents/carers can pick up them up.
- Counselling/discussion with the student, mentor and a parent/carer. Emphasis will be placed on any future incidents will result in the triggering of the expulsion phase.
- Letter to parents/carers confirming outcomes and arrangements.
- Consequence - four day out of school suspension. Camps and excursions are no longer an option.

- When returning, the student will need to play in a selected safe zone during recess and lunch for two weeks after the incident.
- Behaviour form completed and incident recorded on Compass as a red behaviour.
- A back to class Student Support Group meeting will be held to discuss the strategies the student will use to prevent further incidents. This meeting will include the classroom teacher, Principal, Wellbeing staff member, mentor and a parent/carer. The student cannot return to school until this SSG meeting has taken place.

Seventh Offence:

- Investigation of incident by the supervising teacher, member of the leadership team or the principal.
- Phone contact made with parents/carers.
- Suspension up to a maximum of five external days.
- Expulsion procedures initiated as the student clearly does not comply with values of school. NB: All reported incidents of harassment are carefully investigated and recorded. Remissions may be granted where students demonstrate lengthy periods of good behaviour; however, this is solely at the discretion of the Principal.

REVIEW CYCLE This policy was last ratified by School Council in **June 2023** and will be reviewed as part of the school's four-year review cycle.