Isis District SHS
Harm and Harassment Policy

R Respect
Resilience
Responsibility
I Integrity
Inclusivity
S Striving for Success
E Empowered

Purpose

Isis District State High School strives to create positive, supportive environments for all members of the school community. Such an environment is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community

There is no place for harm and harassment at Isis District State High School. Harm or harassment may be related to:

- race, religion or culture
- disability
- appearance
- health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care

Harmful behaviours that will not be tolerated at Isis District State High School include (but are not limited to):

- name-calling
- taunting
- mocking
- making offensive comments
- kicking
- hitting
- pushing
- taking photographs / footage without permission
- taking other people's belongings
- inappropriate text messaging
- sending offensive or degrading images
- producing offensive graffiti
- gossiping,
- excluding people from groups
- spreading hurtful and/or untruthful rumours.

Harassment is any unwelcome attention that is offensive, humiliating or intimidating and will not be tolerated in this school. Harassment may involve:

- teasing, calling names or making rude signs
- telling smutty jokes or making suggestive comments
- displaying offensive pictures, posters or graffiti
- staring or ogling
- following someone home from school
- patting, pinching or touching another person
- pestering someone to go out or asking for sexual favours
- sending offensive messages in writing or by phone
- spreading rumours eg, about someone's sexuality
- making belittling comments
- ridiculing, leering or wolf-whistling at, or making sexual comments about a person or group of people

We acknowledge that adolescence is a time for great change in terms of physical and emotional development. We aim to work with students and families to limit the instances of conflict that a student is involved in, for students to take responsibility for their actions and learn from their mistakes. This process will likely involve all students involved having to reflect on and modify or change their behaviour in the future.

Prevention

Isis District State High School implements a school wide wellbeing program called KTS – Know ThySelf. The key objectives of the KTS program are to develop students' social and emotional wellbeing and to instill the school values of RISE. The school vision is to develop students who are competent, caring individuals, who are active members of the school and our community. By doing this, we create an environment where harm and harassment are not tolerated.

Within the KTS program, students learn about themselves, identifying that each person is different with a range of strengths and areas of interest. Through activities both in and out of the classroom, students are taught to value these differences, to accept each other as well as to look out for each other. Beyond this program, teachers of every subject take opportunities to reinforce the school's vision and values in order to prevent and manage instances of harm and harassment.

The school values are reflected in social and emotional learning in the following ways:

R – **Respect, Responsibility and Resilience** are repeatedly outlined to students in and out of class. We highlight the need for each of these values, what they look like and how to further develop them within the KTS program. These three values are influential in the establishment of a positive, safe school environment, Staff model them and students are expected to reflect them.

I – **Integrity and Inclusivity** are explicitly taught in KTS and then reinforced across the curriculum. Students understand the need for integrity and inclusivity in both an academic sense, that is, completing work with honesty, as well as a social sense with group work, in order to develop skills to work with others even if they are not an immediate friend.

S – **Striving for Success** is repeatedly encouraged both in the KTS program and curriculum classes. Within the KTS program, high yield learning strategies are taught which can then be utilised across the curriculum. Reflection activities are also embedded within classes, encouraging students to take responsibility for their learning. At least once each term, students are asked to reflect on their results, their effort and behaviour in order to work towards continual improvement. At all times, students are encouraged to have a go and do their best.

E – **Empowered** students have a positive influence on others and model how to treat others. They know when and how it is necessary to seek help. We have a number of presentations embedded within the KTS program which assist students to understand when they should be seeking help and how to do that safely. The presentations range from cyberbullying, use of phone/social media, to respectful relationships, violence and alcohol/drug use and are presented by visiting drama troops, local Police or health/community workers such as our School Based Youth Health Nurse. We also subscribe to STYMIE, an anonymous online notification system which allows students to report any instances of harm or mistreatment directly to the school administration.
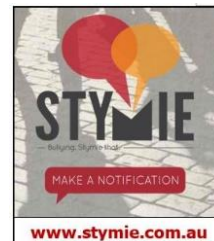
In addition to the school wide KTS program, there are regular events, notices and parade/assembly messages, which reinforce these values. Our Student Support Team also run a variety of programs to assist students with their emotional and social development. The programs focus on a range of issues including anger management, anxiety and resilience. A list of programs is outlined in the Student Planner.

Despite these preventative measures, we acknowledge that some conflict will still occur within our community. If students are feeling harmed or harassed we hope they feel empowered to:
- Deflect comments with kindness or humour
- Tell the other person they don't like being treated that way
- To move away from that person in an effort to diffuse the situation
- To seek help from a staff member in close proximity

Consequences

If the above strategies do not help and it continues, students are asked to seek assistance from their Year Coordinator or Deputy Principal. Strategies which can then be utilised include:
- Peer discussions and Mediation
- Counselling
- Agreements which could outline interactions and physical presence e.g. lunch restrictions
- Timetable changes
- Lunch detentions
- Parent/carer Involvement
- Limited peer contact
- Involvement of Police – especially for threats of violence or distribution of inappropriate images
- Any other consequence deemed appropriate under the *Code of Conduct for Students*

Harm and / or Harassment Response Flowchart

Below is a general outline of the actions that are undertaken by the key staff when they have harm/harassment reported to them. Due to the individual nature of these issues, this flowchart should not be seen as a checklist. Timeframes will also vary depending on the professional judgement of teachers who receive the complaint.

Key Contacts for students and parents/carers to report concerns:
- If someone is in immediate danger - the closest staff member
- Year Level Coordinator or Deputy Principal
- Anonymously via STYMIE notification system (www.stymie.com.au)

Is there immediate danger to a person?

NO   **YES**
- Move the student to a safe place (Staffroom, Office, Student Support Offices)
- Seek medical treatment if necessary
- Contact parent/carer if ongoing treatment is necessary

Obtain student report
- Student/s to write own statement where possible
- Staff member reads the statement and asks clarifying questions where necessary. Any additional details are noted on the statement in a different colour ink to the student. Staff member ensures any possible witnesses are included on the statement.
  OR
- If student is unable to write their own statement, the staff member takes the student's statement, then has the student read the statement and sign it as their account of the incident/s.
- Ask the student if they want a copy of the statement at this point.

Investigate the concerns
- Gather additional information from other students, staff or family
- Review any previous reports or records for the students involved
- The key staff member should be able to answer who, what, where, when and how

Clarify information with student/s
- Check details with student/s involved and check on their wellbeing
- Discuss the outcome they want, and what they can, or will do, to work towards the outcome
- Clarify the sequence of events, encouraging full disclosure and responsibility for own actions where appropriate

Outline plan of action
- Where possible, have the student/s involved in the determination of the future plan
- Detail the plan to student/s and parents/carers
- Enact the plan
- Record all contacts and behaviour in OneSchool

Check in
- Meet with the student/s to review the situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent/carer
- Record outcomes in OneSchool

Ongoing Follow-up
- Continue to check in with student on regular basis until concerns have been mitigated, encouraging reporting of any concerns
- If any written agreement was established, enact any agreed consequences if the agreement has been broken and contact parent/carer
- Record notes of follow-up meetings in OneSchool
- Look for opportunities to improve school wellbeing for all students

Cyberbullying Response Flowchart

Cyberbullying is treated with the same level of seriousness as in-person harm or harassment. The major difference with cyberbullying however, is that it follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, as with any harm or harassment, students or parents/carers who wish to make a report to the school about cyberbullying should approach the Year Coordinator or Deputy Principal. Parents/Carers and students who have concerns about cyberbullying incidents occurring on weekends or during school holidays should immediately seek assistance through the <u>Office of the e-Safety Commissioner</u> or the Queensland Police Service.

It is important students, parents/carers and staff know that State School Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds which may impact on the good order and management of the school. Students enrolled at Isis District SHS may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. Following is a flowchart which outlines the possible course of action the school may take to resolve a report of cyberbullying.

Poor online behaviour by any member of our community will not be tolerated. This includes:

- Parents/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers as they may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.

- State school staff may be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Deputy Principals.

Harm and Harassment Policy

How to manage online incidents that impact school:

Student protection
If at any point the Principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student Protection Procedure.

Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary Removal of Student Property by School Staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident Management guidelines.

Report
Refer to the Online Incident Management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team or Cybersafety.ReputationManagement@qed.qld. gov.au.

Does the online behaviour/incident negatively impact the good order and management of the school?

YES   OR   **NO**

YES

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potentially unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary Removal of Student Property by School Staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information criminal defamation.

NO

Inform the student's parents/carers (and student if appropriate) of their options:
1. Report the incident to an external agency such as Police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing a LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing Personal Information to Law Enforcement Agencies procedure. Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and departmental procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the Principal must take appropriate follow-up action. Where appropriate:

Take statutory disciplinary action to address cyberbullying:
- that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
- that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
use non-statutory options to deal with the matter, for example:
- discussion with student's parents/carers;
- student mediation;
- apology;
- ICT / mobile technology ban;
- guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student Guidance Officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.