



Anti-Bullying Policy

At Golden Grove Primary School our mantra is “Be Fair To Yourself and Others”. Therefore this means that we want to promote a culture that is conducive to learning and emotional wellbeing.

This means that we will not put up with any type of bullying and encourage all members of the community to report any incident and to expect that they will be supported.

For the purpose of this policy our school community have agreed to the following definitions and examples of Harassment and Bullying.

Harassment

Harassment is unwanted and unwelcomed behaviour that is sometimes repeated.

Bullying

Bullying is when someone or a group of people purposely use power, repeatedly, over another person to intimidate them with words, actions or behaviour.

Examples of Bullying and Harassment

Physical: hitting, punching, fighting, pushing, touching, poking, grabbing, spitting, taking/damaging property, using a weapon.

Sexual/Racial: any unwelcome written, verbal or physical contact of a sexual/racial nature, teasing because of your skin colour, or your gender.

Emotional: looks, stares, facial expressions, hand signs, hurt feelings, intimidation, deliberate exclusion, teasing because of a disability.

Verbal and Written: spoken or written insults, threats, suggestive comments, name calling, rumour spreading, vandalism.

Cyber Bullying: using emails, voice and text messages. This will become more widespread in the future and relates to verbal and emotional bullying.

Responsibilities

It is the responsibility of all members of the school community to help prevent bullying. Therefore we will:-

- Not bully others
- Report any bullying against us or others
- Actively discourage bullying when it occurs
- Support the victim
- Counsel the bully
- Use the Grievance Procedures

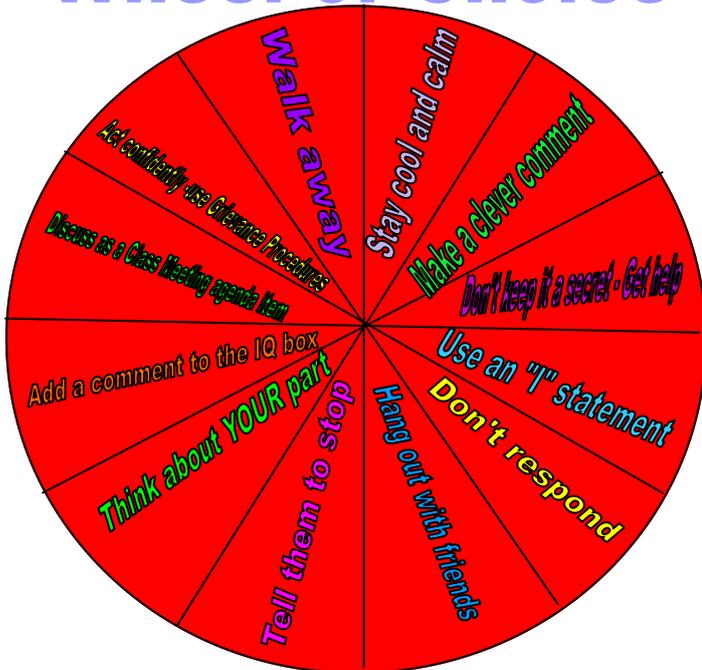
Teaching Prevention Strategies

We will explicitly teach students ways of dealing with bullies through workshops, performances, role-play, class lessons and individual instruction.

We will also work on building relationships using TfEL (Domain 2), Program Achieve, Habits of Mind and the "Beginning of the Year" program. Revisiting of useful strategies will occur when/where necessary throughout the year.

In addition students are encouraged to build resilience and self-confidence through the use of the "Wheels of Choice" and the Grievance Procedures.

Wheel of Choice

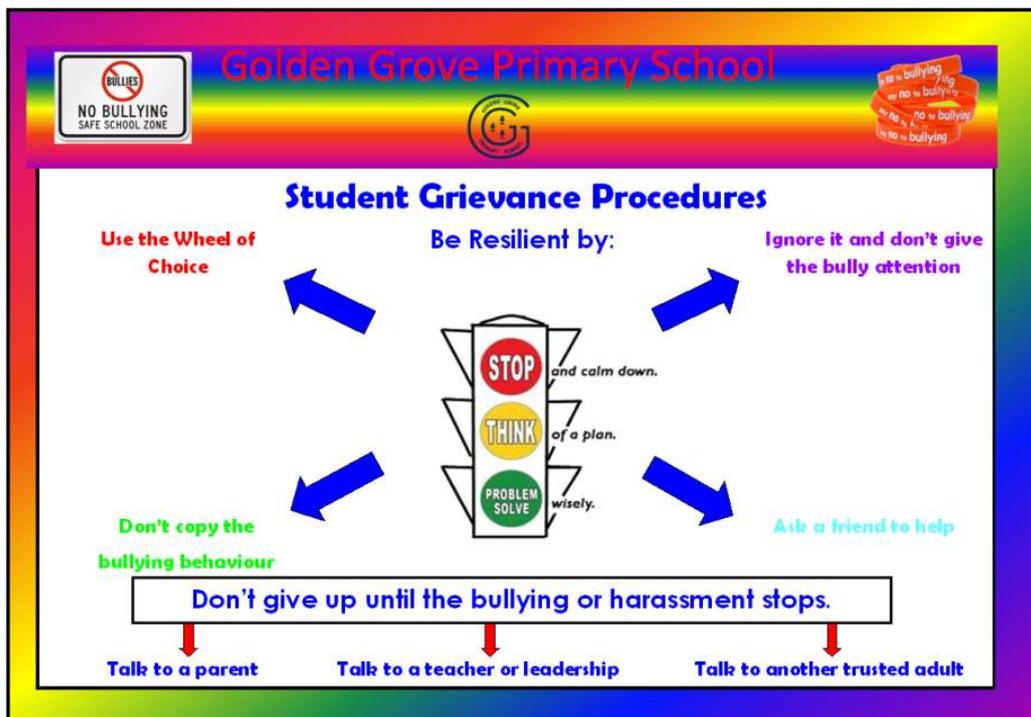


Try 2 of these to help deal with bullying/harassment
Ask an adult to help if needed

Wheel of Choice



Try 2 of these to help resolve a problem
Ask an adult to help in an emergency



Intervention

If prevention strategies have not stopped the bullying then the following will take place:

- **The staff member to whom the bullying has been reported will deal with the matter (time permitting).**

If the staff member is not the student's class teacher and the issue is out of class (eg in the yard, NIT etc.) the staff member will proceed with the matter. If the issue is classroom based, the student should be encouraged to report the matter to their class teacher.

- **In all cases of reported bullying, the reporting student is to be given some options.**

The student must always be asked whether they wish to have it revealed that they made the report. It is important that their decision be respected. Options for dealing with bullying will depend on the age of the student but could include:

- Counselling of the student in dealing with the matter themselves and supporting them to develop the appropriate skills. Follow up to monitor success is critical.
- Acting on behalf of the student and informing the aggressor that his/her behaviour must stop and implementing consequences if required
- Acting as a facilitator in a restorative meeting so that the student and aggressor may talk the issue out with clear expectations being made about future behaviour. Follow up may involve repeated meetings or reports from students involved.

- **A staff member who receives a report about bullying should determine how long the**

matter has been occurring.

If there have been repeated incidents, a member of the leadership team is to be informed. The member of the leadership team will deal with the matter by determining what steps have already been taken by staff and, if successful, support continuation of the intervention. If no action has occurred, the member of the leadership team will begin an intervention programme based on the options in 2 above.

REVIEW

Each teacher will monitor and document the behaviour records for their students – including class and yard.

Discuss the behaviour records with students individually and as a whole as appropriate. Discuss issues of concern with the leadership team and parents

The leadership team will monitor the behaviour records of students of concern and take appropriate action.