

# Anti-Bullying Policy

## VISION STATEMENT

GERALDTON GRAMMAR SCHOOL WILL PROVIDE OUTSTANDING EDUCATION AND A STRONG SENSE OF COMMUNITY, CULTIVATING PEOPLE OF INTEGRITY, INDEPENDENCE OF MIND AND A LOVE OF LEARNING.

<b>Introduction</b>	This statement outlines the Geraldton Grammar School policy on Anti-Bullying at the school.
<b>Scope and application</b>	Policy applies to all employees of Geraldton Grammar School but mainly the policy makers – members of the Senior Leadership Team
<b>Related legislation and guidelines</b>	
<b>Related Policies</b>	Positive Behaviours Policy, Mobile Phone Policy, Wellbeing Policy
<b>Evaluation</b>	Annual

<b>Date</b>	<b>Action</b> (issue, reissue, amendment, replacement of pages, etc)	<b>Initials</b>
2000	Drafted	BLE
May 02	Amended	SSW
5/2/09	Amended	SSW
31/3/10	Revised	SSW,SPN
25/3/13	Crest	SPN
24/07/15	Amended – definitions updated and eSafety Commissioner information added	NJE
26/08/16	Reviewed and amended	AFY
05/10/16	Addition of sexual orientation, imbalance of power statements as well as social media notes. Addition of: Appendix 1: Restorative Practice – Facilitator’s Guide 1 and 2. Appendix 2: Bullying and Harassment Statement.	NJE
18/07/17	Revised – no amendments	NJE
01/03/19	Revised – minor amendments	NFT

## ANTI-BULLYING POLICY

Geraldton Grammar School aims to provide a caring and safe environment for its students and staff. This promotes learning, personal growth and self-esteem. Bullying has no part in such a school and the school community aims to further develop the existing school culture by actively discouraging any form of bullying. This includes strategies to prevent bullying and guidelines for dealing with bullying when it occurs.

### DEFINITION OF BULLYING

The term, being bullied, means that someone is subjected to repeated behaviours by an individual or a group or there is a significant imbalance of power between these parties. These repeated behaviours may be hurtful, threatening, frightening or intimidating. Bullying may take many forms.

Physical bullying: Including fighting, pushing, shoving, kicking, throwing objects, invading someone's personal space.

Verbal bullying: Including name calling, putting people down, continuous teasing, spreading malicious rumours, making racist or sexist comments, making undermining references to size, looks, body shape or sexual orientation (LGBTI).

Non-verbal bullying: Including threatening gestures and stares, persuading another person to insult someone else, removing or hiding belongings, deliberately excluding someone from a group or activity, writing or passing offensive notes about someone.

Victimisation: Including extortion, stealing or deliberately damaging someone's property, making someone do something against their wishes, making hurtful threats.

Cyber bullying: Including sending messages electronically, or by email or mobile device that are insulting, threatening or unpleasant voice, text and picture messages, either directly to their victims, or to spread malicious rumours. This includes through social media platform such as snapchat or instagram.

Bullying will not be tolerated at Geraldton Grammar School and it is the right and responsibility of every student and staff member to report bullying. In every case the complainant will be supported in making the report.

The school will maintain a climate where students and staff feel that it is their right and responsibility to report incidents of bullying, and to ensure the students feel that when these incidents are reported, they are supported by staff.

### PROTOCOLS FOR DEALING WITH BULLYING

#### At Geraldton Grammar School we will:

- Openly talk about bullying – what it is, how it affects us and what we can do about it.
- Promote 'anti-bullying' with special days and a 'Bully Buster' week.
- Teach our children the skills which will build their self-esteem and empower them to take the responsibility for themselves and give them the opportunity to practise these skills.

**Responsibilities of Staff:**

- To model appropriate behaviours at all times.
- To deal with all reported and observed incidences of bullying as set out in this policy.
- To ensure that children are supervised.
- To report incidences of bullying to the Head of School if this is warranted.
- To record the incident on SEQTA.

**Responsibilities of Children:**

- To 'inform' if they are being bullied or if they see someone else being bullied, both at school and on the way to and from school. Tell a teacher (class or Home Group) or Head of School
- To help someone who is being bullied.
- To not bully others.

**Responsibilities of Parents:**

- To watch for signs that their child may be being bullied.
- To speak to the classroom teacher or Head of School if their child is being bullied, or they suspect that this is happening.
- To instruct their children to share if they are bullied.

**REPORTING OF BULLYING**

Incidences of bullying can be reported to any staff member by children and their parents. Any bullying incidences that are dealt with will be recorded on the student records system (SEQTA).

**RESPONDING TO REPORTED INCIDENCES OF BULLYING**

When a bullying incident is reported or observed we will use the following graded sanctions:

- Convene a restorative practice meeting. Appendix 1
- If mediation is unsuccessful, talk to the children involved about the incident and remind them that such behaviour is not acceptable. Comfort the victim and point out how he/she feels. Restorative Practices Methodologies are utilised.  
<http://www.restorativepractices.org.au/the-process/>
- Warn the bully of the consequences of further incidences.
- Inform other staff of the incident and record it on SEQTA (student records system)
- Monitor the behaviour of the children involved following this discussion. Try and give the bully some tasks to do or some responsibilities, or praise him/her for doing something right.
- If the aggression is repeated, separate the offending child from the group for 'time out'.
- If the child continues to bully, make an appointment to speak to the parents/guardian. Remind them of the policy and ask for their cooperation in stopping the child from bullying other children.
- If none of the sanctions succeed in stopping the child from being aggressive, he/she may be suspended or excluded – either from the playground or from school for a short period of time. This is at the discretion of the Head of School in consultation with the Principal. This action will be recorded on the student records system (SEQTA).

The staff will be responsible for implementing the program and ensuring that incidences of bullying are dealt with in a manner consistent with the policy and as soon as possible after it is reported or observed.

### **PARENTAL/STUDENT OPTIONS FOR CYBER BULLYING**

In the case of cyber bullying, a parent, has the right to report this behaviour to the Office of the Children's eSafety Commissioner. Reporting forms are available on the website: [www.esafety.gov.au](http://www.esafety.gov.au)

The new eSafety Commissioner has significant powers for dealing with eSafety threats and cyberbullying of children. Children or the parents can make the complaint. If the eSafety Commissioner comes to the view that serious threats, intimidation, harassment or embarrassment has been caused to a child, then the eSafety Commissioner can contact the person engaging in the behaviour and ask that she/he cease and desist, take the material down and apologise and, if that fails, go to court to seek that action. Importantly, the eSafety Commissioner has the power to order a social media site to remove the offending material and, if it fails to do so, can fine the site up to \$17,000 per day for failing to remove the offensive material. The legislation which establishes the scheme is called **The Enhancing Online Safety for Children Act 2015**.

### **SCHOOL RESPONSE TO THE ESAFETY COMMISSIONER**

If the eSafety Commissioner notifies the school about a cyberbullying complaint concerning a Geraldton Grammar School student, the school can help resolve the complaint by undertaking the following:

- Acknowledge receipt of the notification within 24 hours to an email address provided by the eSafety Commissioner.
- Inform the eSafety Commissioner of the types of actions the school proposes to take and the time period for that action to be taken by email within 5 working days of the notification.
- Meet any conditions placed on information that has been disclosed.
- Inform the eSafety Commissioner of the actions that the school has taken within 3 weeks from the receipt of the notification.
- Geraldton Grammar School will contact the eSafety Commissioner directly if the school is unable to resolve the complaint and/or serious concerns continue regarding cyber bullying regarding this case.

### **REVIEW**

This Policy will be reviewed annual or when there are changed to legislation, advice from AISWA or changes in school community expectations.

### **SOURCES:**

Office of the Children's eSafety Commissioner <https://www.esafety.gov.au/>  
*Restorative Practices Australia (2015). Building Repairing and Maintaining Healthy Relationships in Schools* <http://www.restorativepractices.org.au/the-process/>

## RESTORATIVE PRACTICE FACILITATOR GUIDE 1 [Offender/Victim]

- Step 1**      **Welcome and Introduction:**  
 “Hello, as you know my name is..... and I have been asked to facilitate this meeting. (Introduce participants if this is necessary). I have spoken to all of you about the incident (briefly describe what happened).  
 .....(Offender’s name) has admitted his/her part. During this conference I will invite you all to talk about how you and other people may have been hurt or affected by what has happened. This will help us to understand what is needed to make things right.
- Step 2**      **Start with Offender/s:**  
 “I would like to start with.....  
 Could you tell us what happened and what was your part?  
 What happened then?  
 At the time, what were you thinking about?  
 What have you thought about since?  
 In what way has...(victim’s name) and others been hurt or affected by what you did?”
- Step 3**      **In turn, invite (i) victim/s (ii) their family or support people (iii) the offender’s family or support people to speak;**  
 .....(victim’s name) what did you think when you realised what.....  
 (offender’s name) had done?  
 How has this incident affected you?  
 What has been the hardest thing for you?”
- Step 4**      **Go back to offender/s:**  
 “You have just heard how.....(victim’s name) and others have been affected by what you did. Is there anything you want to say at this moment?”
- Step 5**      **Return to Victim/s:**  
 “..... (victim’s name), what do you think needs to happen to make things right?”
- Step 6**      **Return to Offender/s:**  
 “.....(offender’s name), what you do think of what.....(victim’s name) suggested? What do you think you need to do?”
- Step 7**      **Return to the Victim/s:**  
 “Is there anything else you think will help make things right?”
- Step 8**      **Return to Offender/s:**  
 “What have you learned from our meeting?”
- Step 9**      **Final invitation to speak:**  
 “Before I close the meeting, does anyone have anything further they need to say or to share.”
- Step 10**     **Closing the Meeting:**  
 “Thank you for being involved in today’s meeting. I hope our time together has given us a better understanding of how to deal restoratively with things when they go wrong.”

# RESTORATIVE PRACTICE FACILITATOR GUIDE 2 [**General Conflict**]

**This process is a guide for incidents where there is no clear victim or offender.**

**Step 1 Welcome and Introduction:**

“Hello, as you know my name is..... and I have been asked to facilitate this meeting.(introduce participants if necessary). I have spoken to all of you about the incident/s and it is clear that what has happened has affected/hurt/harmed everyone involved. This is an opportunity to talk about what has happened and how each of you has been affected/hurt. To help us all work together again, we need to discuss ways of stopping any further hurt/harm so we can improve our relationships.

**Step 2 Start with the person that has been most affected:**

“I would like to start by asking (person’s *name*) to talk about how he/she became involved and what happened?  
At the time, what were you thinking about?  
What have you thought about since?  
How has this affected/hurt you and others?  
What has been the hardest thing for you?

**Step 3 Ask all participants in turn the above questions**

**Step 4 Say to all participants:**

“Now that we have heard how all of you have been affected/hurt in some way by what has happened, is there anything anyone would like to say at this point?”

**Step 5 Invitation to all participants:**

What suggestions do you have that will stop any further hurt/harm?  
What will help all of us work together again, without further conflict?

**Step 6 Ask each participant:**

What would you like to see come out of today’s meeting?

**Step 7 Invitation to all participants: (Record undertaking/s if required)**

What will each of you now do to help improve your relationships with one another?

**Step 8 Final Invitation to participants:**

What have you found useful from today’s meeting?

**Step 9 Closing the Meeting:**

Thank you for being involved. It has allowed us to share and understand what has happened and importantly provided the opportunity to find positive ways of building better relationships with one another.

**Bullying and Harassment Brochure for Parents**

**GERALDTON GRAMMAR SCHOOL'S  
STATEMENT ON BULLYING AND HARASSMENT**

Geraldton Grammar School has amongst its aims the provision of an environment in which each child is personally involved, in which they can develop as a young person of integrity, social conscience and courage.

To this end, we aim to establish a community in which everybody feels valued and safe, and where individual differences are appreciated, understood and accepted. Every child has a right to enjoy their time at school.

This community does not tolerate bullying or harassment.  
*Respect* for others is expected.