



# PENINSULA

## GRAMMAR

# BULLYING PREVENTION AND INTERVENTION POLICY

## RATIONALE OF THE PENINSULA GRAMMAR BULLYING PREVENTION & INTERVENTION POLICY

Peninsula Grammar recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Peninsula Grammar. It is our policy that:

- Bullying be managed through a 'whole of school community' approach involving students, staff and parents/carers;
- Bullying prevention strategies be implemented within the School on a continuous basis with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
- Bullying response strategies be tailored to the circumstances of each incident;
- Staff establish positive role models emphasising our no-bullying culture and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

## DEFINITION OF BULLYING

The National definition of bullying for Australian schools is *an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

*Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).*

*Bullying in any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.*

Bullying has three main features:

- It involves a misuse of power in a relationship;
- It is ongoing and repeated; and
- It involves behaviour that can cause harm.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.

- **Indirect bullying** is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyber bullying** is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur in chat rooms, on social networking sites, through emails or on mobile phones.

## WHAT BULLYING IS NOT

There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include:

- Mutual Conflict Situations which arise where there is disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation or
- One Off Acts (of aggression or meanness) including single incidents of loss of temper, shouting or swearing do not normally constitute bullying.

## SIGNS OF BULLYING

Major behaviour changes in a student may be indicative of bullying. Such behavioural changes may include:

- Crying at night and having nightmares;
- Refusing to talk when asked "What's wrong?";
- Having unexplained bruises, cuts or scratches;
- An unwillingness or refusal to go to school;
- Feeling ill in the mornings;
- A decline in quality of school work;
- Becoming withdrawn and lacking confidence;
- Beginning to bully siblings; and
- Acting unreasonably.

Parents/carers are encouraged to recognise signs of bullying and notify the School through a trusted staff member immediately (such as a class teacher, Mentor, School Counsellor, Wellbeing Coordinator, Head of House, Head of Learning Area), if they suspect their child is a victim of bullying.

## BULLYING PREVENTION STRATEGIES

Peninsula Grammar recognises that the implementation of whole school prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community. The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no bullying' culture within the School:

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- A structured curriculum and peer group support system, that provides age appropriate information and skills relating to bullying (including cyber bullying) and bullying prevention, to students over the course of the academic year;
- Education, training and professional development of staff in bullying prevention and response strategies;
- Regular provision of information to parents/carers, to raise awareness of bullying as a school community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying;
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers directly with the School;
- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers;
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers;
- Reporting of incidents of alleged bullying by students, bystanders, parents/carers and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below);
- Regular risk assessments of bullying within the School are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff;
- Records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate;
- Statements supporting bullying prevention are included in students' school Record Books
- Anti-bullying posters are displayed strategically within the School.
- Promotion of student awareness and a 'no bullying' environment by participating in events such as the National Day of Action Against Bullying and Violence.

## REPORTING BULLYING

Students and their parents/carers are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse. A key part of Peninsula Grammar's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/carers) that:

- Bullying is not tolerated within the School;
- Their concerns will be taken seriously and
- The School has a clear strategy for dealing with bullying issues.

Bullying incidents can be advised to the School verbally (or in writing) through any of the following avenues:

- Informing a trusted Class Teacher and/or Mentor;
- Informing a School Counsellor;
- Informing the Wellbeing Coordinator, Head of House or Head of Learning Area, or
- Informing a Deputy Principal or the Principal.

## RESPONDING TO BULLYING

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts. In all circumstances the School:

- Takes bullying incidents seriously;
- Provides assurance to the victim that they are not at fault and their confidentiality will be respected;
- Takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders;
- Takes time to understand any concerns of individuals involved;
- Maintains records of reported bullying incidents; and
- Will escalate its response when dealing with persistent bullies and/or severe incidents.

Actions that may be taken when responding to bullying include:

- Restorative conversation/session as outlined in our Behavioural Expectations Framework;
- The "Method of Shared Concern" approach (Pikas);
- The "No Blame" approach (Maines & Robinson).

These approaches may be used to intervene in group or relational bullying situations. They are only appropriate during the initial stages. They are not appropriate for persistent or severe bullying incidents.

- Notification of/consultation with parents/carers;
- Offering counselling to persistent bullies/victims;
- Implementing effective follow up strategies; and
- Disciplinary action at the Principal's discretion including suspension and expulsion of persistent bullies, or in cases of severe incidents.

## EMPLOYEE RESPONSIBILITIES

Peninsula Grammar employees are expected to:

- Model appropriate behaviour at all times;
- Deal with all reported and observed incidents of bullying in accordance with this policy;
- Ensure that any incident of bullying that they observe or is reported to them, is recorded appropriately;
- Be vigilant in monitoring students that have been identified as either persistent bullies or victims; and
- Acknowledge the right of parents/carers to speak with school authorities if they believe their child is being bullied.

## SIGNAGE

Anti-bullying posters may be posted in strategic locations in the School to promote appropriate behaviour and encourage students to respect individual differences and diversity.

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## RESOURCES

For further information on identifying, preventing and responding to bullying we recommend you visit the National Government's "Bullying. No Way!" website at [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au).

## REVIEW OF POLICY

This policy is to be reviewed, approved and endorsed annually.

Last review October 2019.

Review is to be undertaken prior to October 2020.



## ENQUIRIES

Please direct all enquiries to:

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