



G.P.S. Bullying/Harassment Policy

WHY STOP BULLYING? (Rationale)

Bullying has negative effects for both the bully and the victim. Victims can suffer from poor self esteem and lowered self confidence while research has shown that Bullies can have difficulty communicating and relating to their peers and subsequently are more likely to end up with a range of social problems throughout their lives.

WHAT IS BULLYING?

We can define bullying as intimidation of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. School bullying can be repeated incidents that can include teasing, exclusion, gesture bullying, abuse, threats, assault, property damage and malicious gossip.

AIMS OF THE POLICY

The policy aims to raise awareness and foster a whole school approach to eliminate all forms of bullying at GPS. This policy ensures a fair and consistent approach to dealing with bullying and antisocial behavioural incidents. The staff of this school wishes to encourage tolerance, respect and the acceptance of differences in others and to provide a safe environment for all members of our school community through preventative, corrective and supportive strategies.

TOLERANCE

RESPECT

ACCEPTANCE

EXPECTED OUTCOMES OF THIS POLICY

Provide a safe environment for everyone leading to:

- Enhanced student performance with increased learning outcomes
- Increased attendance
- Increased teaching time
- An understanding of good social behaviours combined with an awareness of unacceptable bullying behaviours
- A consistent and fair approach to student management

WHAT STAFF ARE DOING TO PREVENT BULLYING.

Support strategies for students already exist and include:

- Teachers modelling conflict resolution skills and showing respect for all members of the school community.

- Whole school values education programs and continual reinforcement of pro social behaviours e.g. Rainbow levels, merit awards, prizes and providing rewarding experiences to acknowledge demonstrations of pro social behaviours.
- Individual programs taught by teachers e.g. *Talk Sense to Yourself, Stop, Think, Do*
- Social skills training programs plus the Peer Support Program.
- Cooperative teaching and collaborative learning strategies
- Small group discussion, social problem solving groups, e.g. “No blame” and “Common concerns” approaches
- Parental and community involvement
- Instruction in the awareness of anger management/self control, conflict resolution and negotiation, support networks through the SRC and buddy classes
- Individual counselling and assistance from an Itinerant Support Teacher, Behaviour or school counselor.

WHAT STUDENTS ARE DOING TO STOP BULLYING

- Through the involvement in cooperative learning programs, students are encouraged to develop and practice supportive strategies and build healthy relationships. e.g. peer support, buddy programs, group problem solving
- Participate in whole school prevention and support programs with the aim of correcting bullying behaviours
- Recognise the importance of identifying and responding to bullying incidents
- Students can tell their peers, class teacher, playground teacher or any member of the school community and feel confident of a supportive response from peers and staff

WHAT STAFF WILL DO IN RESPONSE TO REPORTS OF BULLYING

- All reports of bullying will be taken seriously, treated with respect and handled in a sensitive manner
- Implement the school’s Responding to Bullying Procedures
- Develop a consistent reporting and responding process to monitor and support both victims and bullies.
- Where bullying involves a serious physical assault, the school’s welfare and discipline policy will be implemented in the first instance.

WHAT PARENTS CAN DO TO HELP THEIR CHILD COPE WITH BULLYING.

Reference: Bullying: Information for Parents. Department of Education and Training handouts

GLENROY PUBLIC SCHOOL ANTI-BULLYING PLAN

All incidents of bullying must be dealt with quickly and effectively.

Reporting

A teacher or staff member may become aware of an incident of bullying in the school environment through

- student disclosure
 - parent disclosure
 - information from another student
 - observation
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- **All reports of Bullying will be recorded** accordingly in the School Playground book or Welfare Diary (in Principal's office). Details of the incident will be recorded.
 - Reports are monitored daily by Principal or Executive
 - Each Bullying incident will be followed up by teacher, executive or Principal (dependant on nature and severity of incident)

Intervening

Minor Bully Incident (first incident)

Reporting staff will record the incident and will provide support in the form of counselling and follow-up measures as appropriate.

The student who is bullying will be counselled and reminded of the school's bullying policy and the consequences.

Medium Incident (second incident)

Support provided to victim in the form of counselling and follow-up measures as appropriate. This support may include school executive, school counsellor intervention, class workshops dealing with communication, self esteem, assertiveness, etc.

The student who is bullying will be given a detention or placed on a level during which time the issue will be discussed with the student.

Parents informed by phone or letter as considered appropriate.

Major Incident (ongoing)

Principal/Executive and School Counsellor involved. Interview of victim and bully will take place.

Parents of victim to be informed of incident. Parental interview requested for parents of bully.

Intervention/mediation to be used (ie PIKA Method) by Principal or School Counsellor. May be required over longer period if necessary

School Welfare and Discipline Procedures for suspension used as appropriate.

Accessing help and support

Communicating Departmental appeal procedure Suspension and Expulsion Procedures

Students and parents or caregivers may appeal if they consider that correct procedures have not been followed, or that an unfair decision has been reached. Refer to Suspension and Expulsion of School Students Procedures

Complaints

To manage complainant expectations, the recipient of the complaint should:

- explain the complaint handling process to the complainant
- if the matter is to be referred, explain why and to whom
- confirm with them that their complaint has been fully understood and ask them what outcome they are seeking
- outline the possible outcomes, including whether or not the outcome being sought is reasonable
- provide realistic timeframes for dealing with the matter
- ensure that any promises made are followed through.

Newsletter information included in Week 10 Term 2 Newsletter

I extend a reminder to all that if at any time you find that you have a concern about anything to do with the school, you are encouraged to come to the school and tell someone so that your concern can be resolved. It is our aim to work with all of our school community to ensure that we do the very best we can to ensure a productive, safe and enjoyable experience for our students. However, should you feel that you must raise a concern formally, the NSW Department of Education and Training has procedures for ensuring that complaints are handled fairly. A brochure which provides information about how to lodge a complaint and a Complaint Form are available from the school office. Further information is also available in the Department's Complaints Handling Guidelines which includes a guide to Lodging a Complaint.

* Refer to Complaints Handling Policy

Professional Learning

- Annual review of the Welfare and Discipline Policy and Procedures
- Annual review of the Anti-bullying Plan
- Welfare Committee to source and inform staff of appropriate resources to support Anti-bullying Plan

Monitoring and Evaluating

Detention slips are to be monitored on a daily basis. All recorded incidents of bullying will be dealt with in accordance with the Anti-bullying Plan.