ANTI-BULLYING POLICY

CONTENTS

1 PURPOSE 3

2 SCOPE 3

3 DEFINITIONS 4

4 ACRONYMS 5

5 ROLES AND RESPONSIBILITIES 6

6 POLICY STATEMENT 6

   6.1 Prevention of Bullying and Anti-Social Behaviour 6

      6.1.1 Prevention Strategies for the Whole School 6

      6.1.2 Prevention Strategies for Parents 6

   6.2 Responses to Bullying and Anti-Social Behaviour 7

      6.2.1 Response Strategies for Parents 7

      6.2.2 Response Strategies for Students 7

      6.2.3 The Role of the Bystander 7

      6.2.4 The School's response to bullying 7

      6.2.5 Response to the Student being bullied 7

      6.2.6 Response to the Student bullying 8

      6.2.7 Response to the Bystander 8

7 REFERENCE/COMPLIANCE 9

   7.1 Legislation 9

   7.2 Related Policies 9

   7.3 Internal Documents 9

   7.4 Other Resources 9

8 DOCUMENT CONTROL 9

1   PURPOSE

Great Southern Grammar aims to provide a safe, secure and positive environment in which each student can develop the knowledge, skills, self-confidence and maturity to respect and care for (himself or herself) and for others. The school embeds the elements of the National Safe Schools Framework through policies, education and student experiences in all aspects of school life.

The School aims to establish a community in which everybody feels valued and safe, and where individual differences are understood, accepted and appreciated. It is the responsibility of all students and staff to support this aim. The GSG community does not tolerate bullying or harassment in any form. Each member of the School community should demonstrate respect for others, and be respected by others at all times.

Policy Aims

To teach, protect and support members of the GSG community by:

- Providing a learning environment where individual differences are appreciated and accepted.
- Modelling behaviour that shows tolerance and acceptance at all times by all members of the School community.
- Developing a culture that emphasises the protection of rights, the enhancement of personal responsibility, accountability, self-discipline and respect for the rights of others and their property.

To increase the awareness of all members of the School community by communicating:

- An understanding of the characteristics of bullying and anti-social behaviours.
- The School's attitude as one of total opposition to anti-social behaviours such as bullying, and countering the view that they are an inevitable part of school life.
- That the School has strategies to detect, prevent and respond to anti-social behaviour.

2   SCOPE

This policy, as amended from time to time, applies to all directors, staff, students, visitors, contractors, contractors' employees and volunteers of Great Southern Grammar School Incorporated (GSG), hereafter referred to as employees.

3   DEFINITIONS

Anti-Social Behaviour	Any conduct that impinges upon the ability of a member of the School community to enjoy positive peer relationships. This includes bullying.

Elements of anti-social behaviour:

- It is hurtful or offensive to other people.
- It is intentional, uninvited, aggressive or inappropriate behaviour.
- The recipient feels powerless (to do anything about it) and/or violated.

Bullying	Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Bullying has three main features:

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

(From https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying March 2018)

Physical Bullying	When one person or a group of people harass another person by confronting them face-to-face. It can range from subtle actions over time, to a series of more aggressive and direct acts to purposefully hurt the person in a more immediate manner. Physical bullying includes:

- Pushing, hitting, punching, bumping, kicking
- Daring students at risk of anaphylaxis to consume a known allergen
- Unwanted rough play
- Obstructing, confining
- Stealing, hiding property

- Damage to or interference with personal belongings

Verbal Bullying
A means of using words in a negative way such as insults, teasing and put downs to gain power over someone else's life. Verbal bullying includes:

- Name calling, teasing, picking on
- Making "put down" comments, belittling
- Threatening violence or physical aggression
- Insulting, shouting at, swearing at
- Comments that denigrate on the basis of gender, sexuality or race

Social/Psychological Bullying
Repeated and intentional use of words or actions, which can cause psychological harm. Social or Psychological Bullying includes:

- Visual (ie staring threateningly)
- Standing close to a person and acting in a threatening manner
- Pulling faces
- Excluding from activities/Ignoring
- Whispering or circulating rumours
- Intimidation, manipulation and stalking.

Cyber Bullying
When technology is used to verbally, socially or psychologically bully. Cyber bullying includes:

- Sending unwanted, abusive or threatening messages
- Blocking
- Exclusion
- Spreading rumours
- Impersonating someone else
- Name calling, teasing or belittling
- Posting personal information without permission
- Posting or sharing inappropriate photos or video of someone
- Invading personal privacy
- Creating hate groups
- Stalking
- Sending inappropriate content
- Accessing, altering or deleting the work of others

4 ACRONYMS

Nil

5 ROLES AND RESPONSIBILITIES

Principal

The Principal has overall responsibility for ensuring compliance with this policy.

6 POLICY STATEMENT

6.1 Prevention of Bullying and Anti-Social Behaviour

All members of the School community must clearly demonstrate a commitment to supporting each other in the implementation of the Anti-Bullying Policy and procedures in a regular and consistent manner. Preventing bullying is the responsibility of every member of the School community and it must be acted upon if witnessed.

6.1.1 Prevention Strategies for the Whole School

Increase Awareness

Increase awareness of relevant School policies through:

- Clear statements in School handbooks, diary, website and enrolment information
- Improving awareness in all facets of the School community
- Apprising parents on Orientation Day and at enrolment of the Pastoral Care and Anti-Bullying Policies and the Code of Behaviour
- Assemblies and House meetings where students receive regular reminders of the value placed on pro-social behaviours

Staff and student leaders are to be aware of:

- Their responsibilities in carrying out supervision duties – on and off campus during school activities
- Pastoral Care and Anti-Bullying Policies and the Code of Behaviour
- Potential risks
- Modelling appropriate behaviour, especially:
- Tolerance and acceptance of individual differences
- Use of alternative conflict resolution strategies
- Cooperation and teamwork emphasised
- Active observation

Monitoring and Review of Policy Implementation

- Records of incidents are maintained in accordance with GSG's Pastoral Care Policy
- Continually review structures, systems, and groups within the School to see that they are operating in a way that fosters pro-social behaviours.

6.1.2 Prevention Strategies for Parents

Encourage your child to:

- Consider alternative ways to respond (model these if appropriate)
- Tell a trusted staff member, student leader or friend about the anti-social behaviour
- Have faith in the system

6.2   Responses to Bullying and Anti-Social Behaviour

6.2.1   Response Strategies for Parents

- Watch for signs of distress
- Check for possible sources of anxiety; where you have concerns, contact the School
- Take the child seriously, but act calmly
- Maintain contact with and work with the School to seek an appropriate solution

It is not advisable to contact the parents of the student perceived to be engaging in anti-social behaviour.

6.2.2   Response Strategies for Students

Students should be taught that if they are affected by anti-social behaviour, there are alternatives available to them:

- Decide how serious the present incident is. If it is not serious or especially hurtful, such as a singular incident of name-calling or put down, ignore it. If it is hurtful, or frequent you should act to stop it.
- Tell someone you trust about the situation
- Be assertive, not aggressive; tell the person you won't put up with this behaviour and tell them to stop it; do not try to fight back or trade insults.
- If it does not stop, report the incident immediately to a member of staff or school leader.
- Develop personal skills of resilience.

6.2.3   The Role of the Bystander

The role of the bystander is crucial in repairing incidents of anti-social behaviour and needs to be clearly understood by all community members. Bystanders have the responsibility and the power to effect social change.

Bystanders may assist by:

- Not encouraging bullying through their words or actions
- Providing support to the target of bullying
- Peer support
- Moving to align themselves with the target
- Simply saying, "Stop it"
- Drawing the instigator's attention to the bullying
- Reporting bullying to staff and/or student leaders
- Acting in unison to intervene

6.2.4   The School's response to bullying

The School will always investigate bullying that is witnessed by a staff member or reported to a staff member. Reporting may occur in person or online via the portal. Parents and children are asked to notify the School about any incident that may constitute bullying as soon as it occurs so that the issue can be handled in a timely manner.

6.2.5   Response to the Student being bullied

Students experiencing bullying or anti-social behaviour may be offered:

- The assurance that the incident they have reported will be investigated, acted upon and resolved in a timely manner by the Deputy Head of Junior School, Head of Year or Head of House, as appropriate.
- Counselling and support.

6.2.6   Response to the Student bullying

In most cases, students who are exhibiting behaviours that are making other students uncomfortable need to be told to stop their behaviour in very clear terms.

On the School becoming aware of a bullying incident an investigation will occur. Details of the incident, including the identity of the bully and victim, should be reported as quickly as possible after the bullying incident has occurred, to:

- Senior School: Head of House
- Middle School: Head of Year
- Junior School: Deputy Head of Junior School

Once the report on the incident has been received, these staff members will conduct an investigation. The result of the investigation will determine the course of action for the students involved.   Where appropriate parents of both the offending student and victim will be advised of the nature of the behaviour and the outcome, and the outcome will be recorded in the appropriate areas.

Depending on the nature of the incident the matter maybe referred to the Head of Sub-School, Deputy Principal or Principal.

Repeated incidences of bullying behaviour will be treated more seriously, and may attract consequences including counselling, suspension or exclusion.

6.2.7   Response to the Bystander

The School will:

- Determine the observations and actions of bystanders
- Reiterate the Code of Behaviour
- Stress the important role that bystanders should be playing in stopping and/or tempering future bullying incidents
- Emphasise that they have the power to stop bullying
- Stress that they are failing in their responsibility to themselves and the School if they do not intervene in or report bullying
- As necessary, counsel bystanders regarding bullying, or involve them in more thorough discussions regarding the resolution of the incident in question.

7 REFERENCE/COMPLIANCE

The following documents are associated with this policy:

7.1 Legislation

- *Nil*

7.2 Related Policies

- *Behaviour Management Policy*
- *Pastoral Care Policy*
- *Acceptable Use of ICT Policy*

7.3 Internal Documents

- *Nil*

7.4 Other Resources

- *www.bullyingnoway.gov.au*

8 DOCUMENT CONTROL

Version	Date	Reason	By
1.0	01/08/2012	Created	Mr Mark Bonnin – Teacher
1.1	27/08/2013	Reviewed	Mr Richard Baird – Deputy Headmaster
2.0	17/11/2017	Reviewed	Mr Richard Baird – Deputy Principal
2.1	04/04/2018	Reviewed	Ms Emma Franklin- Deputy Principal

Approval

Date	By	Signature
09/5/2018	Mr Mark Sawle - Principal	