



# GILMORE PRIMARY SCHOOL

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Education and Training

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Policy Title:	<b>WHOLE SCHOOL ANTI- BULLYING POLICY</b>
Year of Publication:	2008
Last reviewed:	
Related Policies:	ACTDET Providing Safe Schools P-12, 2007 (SSP200704) Countering Bullying, Harassment and Violence in ACT Schools, 2007 (CBH200704)

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## Rationale

We have a vision statement which challenges us to create a learning community based on values. Each person is recognised as unique individuals bringing special qualities to share. We all have the right to be respected and the responsibility to respect each other.

Therefore we do not tolerate bullying or harassment in any form. All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued, respected, consulted and where individual differences are appreciated, understood and accepted.

## Definitions

### Bullying is:

- A repeated and unjustifiable behaviour intended to cause fear, distress and / or harm to another
- May be physical, verbal or indirect / relational
- Conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist

## Types of Bullying

	DIRECT	INDIRECT
Physical	<ul style="list-style-type: none"><li>• Hitting, slapping, punching</li><li>• kicking</li><li>• pushing, strangling</li><li>• spitting, biting</li><li>• pinching, scratching</li><li>• throwing things</li></ul>	<ul style="list-style-type: none"><li>• Getting another person to harm someone</li></ul>
Non-Physical	<ul style="list-style-type: none"><li>• Mean and hurtful name-calling</li><li>• Hurtful teasing</li><li>• Demanding money or possessions</li><li>• Forcing another to do a task for you e.g. stealing, homework</li></ul>	<ul style="list-style-type: none"><li>• Spreading nasty rumours</li><li>• Trying to get another students to not like someone</li></ul>
Non-Verbal	<ul style="list-style-type: none"><li>• Threatening and/or obscene gestures</li></ul>	<ul style="list-style-type: none"><li>• Deliberate exclusion from a group or activity</li><li>• Removing and hiding and/or damaging another's belongings</li></ul>

**Harassment is:**

Any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying. These terms are often interchangeable.

(Definitions sourced from Friendly Schools and Families Whole School Pack)

**Objectives**

**The objectives of our whole-school bullying policy are:**

- To actively counter bullying at our school
- To raise awareness among staff, students and parents about bullying
- To provide strategies to resolve conflict and respect differences
- To create a school environment where all students, staff and parents feel safe and welcome
- To create a climate where it is okay to talk about bullying and ask for help
- To promote positive mental health

**1. RIGHTS AND RESPONSIBILITIES****Rights**

- Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable.
- Every person has the right to be treated with respect and fairness. This means we show respect to other people, and their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- Every person has the right to learn. This means we do not adversely affect the learning of another student.

At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.

**Responsibilities**

**Staff, students and parents have the following responsibilities:**

**Friendly Schools and Families (FSF) Team will:**

- Support, promote, enact, maintain and review the bullying policy and procedures.

**All staff will:**

- Be familiar with the school's bullying policy and procedures.

**Teachers will:**

- Educate students to deal with / and report bullying situations
- Educate students on the school's bullying policy and procedures through the curriculum
- Be models of caring and tolerant behaviour
- Listen to reports of bullying
- Act upon reports of bullying
- Inform Executive
- Protect the person being bullied from further harm
- Act to stop the behaviour recurring
- Record identified bullying incidents on classroom or playground Student Management Databases

**Students will:**

- Report incidents if they are being targeted by other students
- Understand their role as a bystander
- Be a positive role model to others by showing caring and tolerant behaviour
- Protect the person being bullied from further harm through 'safety in numbers' and moving the victim away from the bully
- Give honest accounts of the incidents when requested

**Students who are bullied need to communicate about it with:**

- A teacher, a staff member or student of trust or their parents and give full details of the event
- Record details about the event and share it with their teacher or Executive.

**Student witnesses (bystanders) to bullying should:**

- Intervene appropriately using strategies taught in class
- Seek teacher assistance
- Document full details of the incident if requested.

**Parents should:**

- Listen sympathetically and objectively to reports of bullying
- Speak to relevant school personnel (not the alleged students concerned)
- Work with the school in seeking a permanent solution.

**Parent witnesses (bystanders) should:**

- Be limited to appropriate verbal intervention
- Seek teacher assistance
- Report any known incidents
- Document the incident if requested by school staff

**2. MANAGEMENT OF BULLYING INCIDENTS**

All parties are expected to treat each other with respect and dignity and ensure the confidentiality of any issues that may arise.

**Teachers Responsibilities**

- Teachers need to be familiar with the school's bullying policy and student management procedures.
- Teachers to be models of tolerant and caring behaviour
- Teachers discuss in class the non-acceptance of bullying as part of the school ethos social skills program.
- Teachers to make students aware of their responsibilities with regard to the bullying policy.
- As part of our You Can Do It (YCDI) and Friendly Schools and Families programs, implement lessons to develop resilience to bullying.
- Teach relevant strategies and procedures to both victims and bystanders if an incident occurs.
- Attend to reported instances of bullying behaviour, access the situation and inform executive staff.
- Treat information regarding bullying confidentially
- Restorative Conferences will be facilitated by teachers who have completed the appropriate level of training.
- Teachers will follow the formal script when facilitating a Classroom Conference.

**Action**

- a) Protect the victim from further harm
- b) Write down using school proforma, the name/s of the victim/s and perpetrator/s who reported the incident and also of any bystanders.
- c) Interview the victim to find out the facts
- d) Suggest strategies that the victim might use to avoid being bullied in the future.
- e) Individually interview bystanders and discuss strategies they can use to prevent or avoid bullying situations in the future.

- f) Interview perpetrator/s to find out the facts.
- g) Record all events on the proforma and enter on Student Management Data (Class or Playground). Inform executive of incident.
- h) Organise restorative conference if necessary
- i) Monitor outcome over the following few days
- j) **When necessary** speak to class/es without using names, through circle time, small group meetings, with parents present.
- k) **Where appropriate and with discretion**, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken.
- l) **If necessary, where appropriate, and using discretion**, inform the parents of the perpetrator and work with them to establish joint strategies for behaviour modification.

### Responses to Bullying Situations

- a) Assure the victim that the incident will be dealt with.
- b) When the time becomes available the contact teacher or executive talk individually to perpetrators
- c) Debrief students who were bystanders.
- d) Debrief students who were victims.
- e) Make a time, (a day, three days, a week) to find out how the victim of bullying is getting on.
- f) Follow up meetings organised for the student/s who have been victims
- g) Student/s who was bullied receives support and may be followed up with assertiveness and resilience training.

### Challenging Incidents- Physical Violence or Intimidation

- Immediate notification of assistance from a colleague or executive (red card messenger)
- Move student onlookers away
- Separate students with minimal physical contact. (**This must be as a last resort.**) Early intervention strategies, crisis communication and evasion strategies should be employed prior to any physical restraint)
- Apply Student Management Flow Chart
- Students involved in the incident are questioned separately (see action plan)
- Report of incident to be documented and referenced on the Student Management Data Base
- Incidents dealt with through the language of restoration / restorative conferences (if appropriate)

### Ongoing Challenging Students

- Collaborative case management of students (involving school, home, counsellor, Student Support Services) with persistent aggression or continued victimisation.
- Problem solving strategies for dealing with disclosures
- Individual behaviour plans and sanction for students

## 3. SCHOOL STRATEGIES TO REDUCE AND PREVENT BULLYING

Our strategy has two parts: Prevention and Management. Prevention strategies assist students to be resilient. The management strategy we apply is the Student Support and the Restorative Practices approach. Although this approach is not based on sanctions or punishments, the school has a range of measures available, up to and including suspension or exclusion from school events. This is in accordance with our Student Management Plan and which may be used in response to bullying.

### Prevention Programs

All prevention programs take a whole school approach to bullying.

- Composition of a school policy for bullying
- All staff are made aware of: bullying issues; student attitudes; the need to take action; and of their role in implementing the policy.
- The bullying policy is clearly articulated to staff, students and parents.

- All staff provide careful supervision and are clearly visible on the playground
- The issue of bullying is discussed regularly at staff meetings and there is a focus on student welfare training during professional development.
- Anti bullying content is taught explicitly as a prevention model. This is addressed through Friendly Schools and Families units, You Can Do It and Circle Speak.
- Circle Speak to discuss problem-solving measures. Focus on harm and restorative measures not the punishment. Proactive social skill training includes: playing games well; giving and receiving compliments; taking risks and joining in; cooperating; and respecting other people's decisions.
- Self-protective behaviours (assertive and resilience training) will include a range of strategies such as: ignoring verbal put downs; enlisting adult or peer support; learning assertive responses; saying no and walking away; helping others who are being bullied; changing the 'don't do' culture to DOB: Doing Our Bit. Model; and teaching students the identified core values.
- Proactive Support Systems: Peer Support ; SRC; Peace Keepers; Active Australia Leaders; Protective Behaviours; GIFT: Gilmore Improvement Friendship Teams;
- To assist in making the school safer by reporting incidents and assisting students who may be targets of bullying.
- Teach 'bystander' students appropriate strategies to use in a bullying situation.
- Provide safe places (conference room, games room, chill out zone, library) for students and the opportunity for group problem solving.
- Whole class, parent, or group restorative conferences for ongoing problems.
- Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training, resilience strategies and self-protective behaviours)
- Teachers to be assisted in difficult situations by executive staff and the school counsellor.

#### **Rewarding positive action and appropriate behaviour:**

- Playground raffle tickets for good behaviours drawn at the Monday morning assembly. Canteen voucher.
- Extra play for students with excellent playground records
- Sunsmart hats raffle: drawn Monday morning assembly
- Recycling award: For bins that have no contamination
- YCDI tokens to be given out to reward students who have been working on the Keys to Success
- Principals Awards: fortnightly award based on the themes in YCDI
- Quality work of the week. To be displayed on the pin boards in the front office area.
- Wrist bands are given out to students who are successful in completing their YCDI token charts in the areas of resilience, getting along, confidence, organisation and persistence.
- Students showcase quality work to the principal.

#### **Schoolyard Strategies**

- Segregated playground into group areas (K-2 and 3-6)
- Ideas for playground games are discussed or created during Circle Speak activities.
- Teachers reinforce positive play with raffle tickets / weekly class prize.
- Playground is analysed for potential 'hot spots' by the tracking of behaviour data to highlight individuals or behaviours which need to be followed up at assembly, in class or conference. Data is then used to develop individual programs for students who need structured play at recess and lunch.
- Problem solving strategies discussed during Circle Time to assist students in managing their own team games and the rules.
- Playground equipment can be borrowed for team and individual games.
- Teacher to be punctual to class after a break to counter bullying in class lines.
- Lunchtimes activities: organised sport; games room; or the chill out area
- Follow the Behaviour Management Flowchart for playground. Unresolved issues can be referred to the conference room. For more serious issues, red cards are sent to the front office to call for assistance.
- Playground markings for ball games / gross motor movements

**Induction of New Students and New Staff**

- Class teachers to introduce new students to the desired outcomes and prevention programs
- Executive team leader to discuss programs with new staff

(Definitions sourced from Friendly Schools and Families Whole School Pack)