

Rationale of the Peninsula Grammar Bullying Prevention & Intervention (Student) 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.

Peninsula Grammar has zero tolerance for bullying in the School community. It is our policy that:

a collaborative 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:

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

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; and/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, but are not limited to:

Crying at night and/or having nightmares.

Having unexplained bruises, cuts or scratches.

An unwillingness and/or refusal to go to school.

Feeling ill in the mornings;

A decline in quality of school work.

Becoming withdrawn and/or 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, Head of Wellbeing, Head of House, Head of Learning Area), if they suspect their child is a victim, or perpetrator, 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

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.

Annual 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.

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Development of a Parent Code of Conduct, available [here](#), that sets out communication expectations between staff 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.

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 student

Anti-bullying posters are displayed strategically within the School. Promotion of student

of Action Against Bullying and Violence.

Reporting Bullying

Students and their parents/carers are sometimes reluctant to pursue bullying incidents, for fear that it

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 Head of Wellbeing, Head of House, Head of Year, Head of School and/or

Informing the Deputy Principal or the Principal.

Responding to Bullying

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident



These approaches may be used t