



School Wide Positive Behaviours SWPB

RESPECT | **LEARNING** | **WORKING TOGETHER**

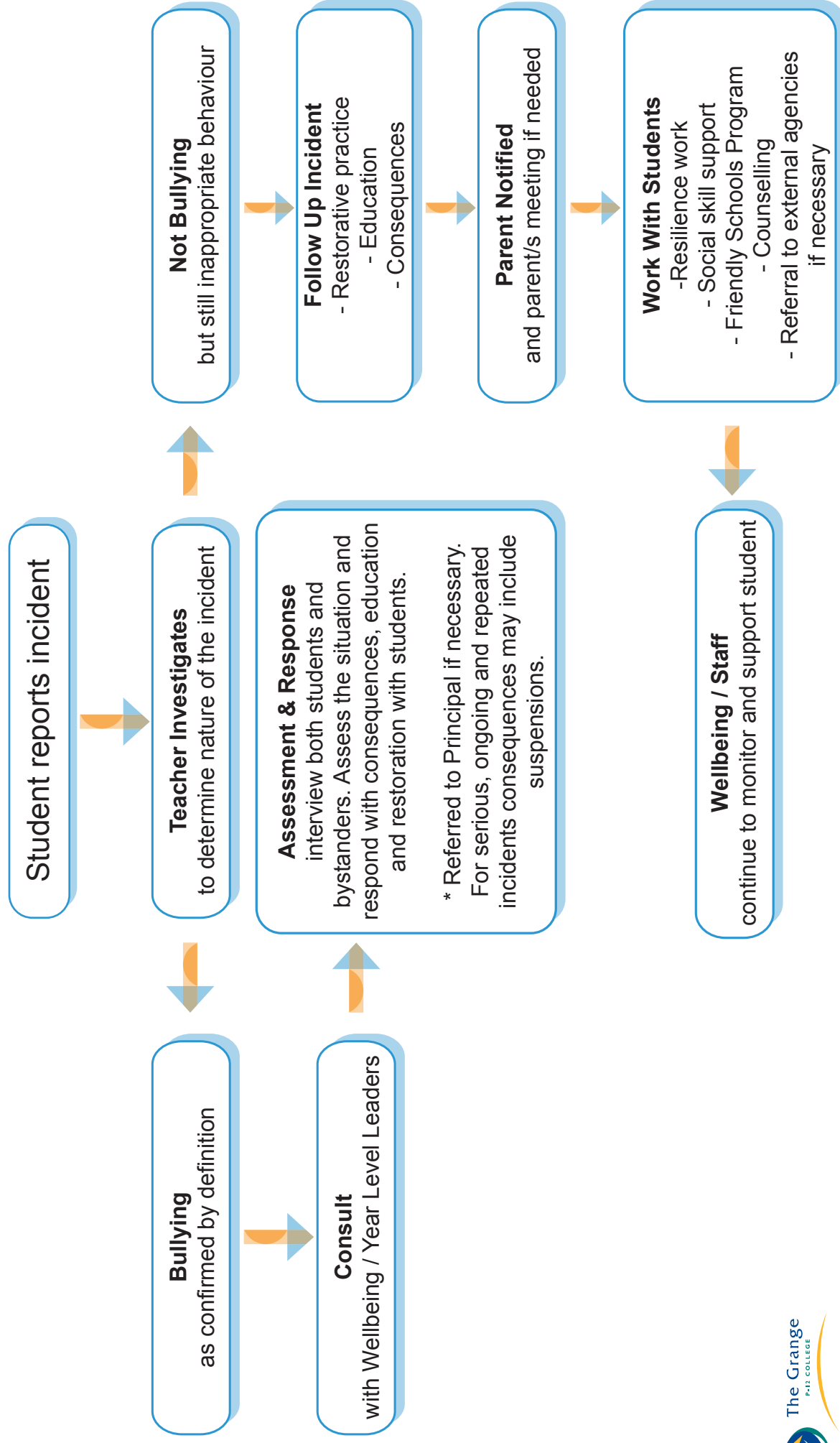
The Grange P-12 College

POSITIVE RELATIONSHIPS *policy*

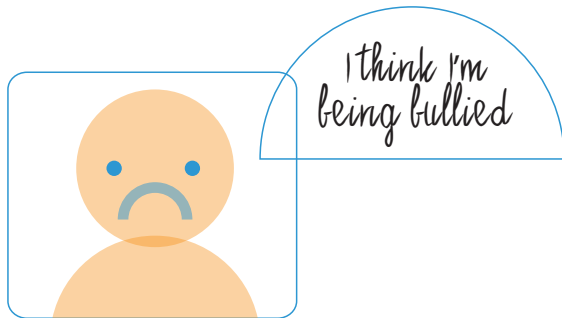
Developing & Supporting Positive Behaviours

Responding to BULLYING at the Grange

DEFINITION OF BULLYING: Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals or single incidents are not defined as bullying.



The ANTI-BULLYING Flowchart



What does it look like?

- 1) It happens more than once
- 2) Its deliberate
- 3) It's unfair

- 1) My friend is sometimes nasty
- 2) I've had an argument with my friend
- 3) I've had a once off fight with my friend

Yes, this might be bullying

What happens next?

No, this is not bullying

Tell a grown up that you trust

We will talk to you about what has been happening.

We will make sure that you feel safe to learn.

We will work with the other children involved to keep this from happening again.

We will regularly check in with you to make sure you're feeling happy and safe at school.

We will work with you to solve it together and find a solution.



Support for Families

What signs may indicate that your child is being bullied?

Your child's behaviour can change for a variety of reasons. However, the following signs could indicate your child is being bullied:

- not wanting to go to school or participate in school activities
- does not appear to have any friends
- is missing belongings
- has torn clothing
- seems to have become fearful and anxious
- seems to have a drop in academic performance
- has poorer physical health and changes in sleep habits
- has increased negative self-perception

The signs of possible cyberbullying can be the same as signs of other bullying, but include certain behaviour with phones and computer, for example:

- being hesitant about being online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone, or suddenly avoiding it
- minimising the computer screen, or hiding the mobile phone when you enter the room
- spending unusually long hours online
- receiving suspicious phone calls, emails or packages
- withdrawing from friends, falling behind in learning or avoiding school

Tips to help your child if they are being bullied:

You need to consider what you know about your child and the details of the situation to make the best decision for your child. Let your child know that you will take the bullying seriously and that you can help them report it to the College.

Stay calm and positive.

It can be upsetting when your child is being bullied. It might be necessary to draw on your own networks to get support for yourself while you are helping your child. Focus on identifying a solution with your child. Your attitude will be reflected in your child. A confident, positive and resilient appearance can stop bullying for continuing.

Sometimes children don't want their parents to become involved and are afraid of the consequences if they tell you and the person who is doing the bullying finds out.

You should contact the school immediately if your child's safety is at risk.

Discuss strategies with your child and set a short period of time to see if they can resolve the situation if they want to try and deal with the bullying themselves.



Encourage your child:

- to walk away
- stand and walk in a way that appears more confident
- talk to your child about acting confidently even when they don't feel it
- to try and act unimpressed or unaffected
- to use other strategies to diffuse the situation
- to say "No!" firmly
- to talk to the teacher and Wellbeing staff
- give them the Kids Helpline number (1800 55 1800) to use if they ask to talk to someone other than the school, or you don't feel that you are able to support them
- to talk about what has happened and reassure them that it is not their fault
- help your child to learn new ways to relate to the other child

Seek help for your child to improve their social skills

A child who has been bullied can be at greater risk than others of being bullied again (even when they bullying has been dealt with) Knowing how to deal with bullying and difficult people not just at school, but throughout life in social situations and at work is a basic life survival skill.

Do not advise your child to fight with the other child

Fighting (as distinct from defending themselves from a physical attack) with the other child can escalate the situation, and your child may be reprimanded for their part in a fight.

Cyberbullying:

The strategies mentioned above for dealing with bullying also apply to dealing with cyberbullying. You can teach your child how to be safe online, as well as supervising and restricting access to technology.

Learn strategies to keep your child cybersafe and teach your child strategies to deal with cyberbullying.

If your child is being bullied via electronic communication, encourage your child to:

- not respond to the message or image
- to save the evidence
- to block or delete the sender
- to report the situation to the Internet Provider
- to tell trusted people, including the Police if necessary

The e-safety commissioner provides online safety education for Australian children and young people, a complaints service for young Australians who experience serious cyberbullying, and address illegal online content through the Online Content Scheme.

If you have a complaint about serious cyberbullying and want that material removed, log on to: <https://www.esafety.gov.au/> and they may be able to help you.



What are the signs that your child may be bullying others?

You may see or hear from others that your child:

- repeatedly teases, imitates or makes fun of the same child
- appears to repeatedly dominate or control others
- shows no compassion for someone who is experiencing bullying
- repeatedly excludes or ignores the same child
- whispers about the same child behind their back on a frequent basis

What can you do if your child is bullying others:

It can be upsetting to be told that your child has bullied others. Children who use bullying behaviours need support to learn better ways of relating to others. Stay calm and learn more about your child's behaviour so that any bullying behaviours can be addressed. Bullying is complex and changing. Children can do the bullying in one situation and be targeted by bullying in another.

Children who bully others need help to:

- develop their social and emotional skills (especially conflict resolution) and be taught ways to treat others with respect without causing harm
- learn about the effect of their behaviour on others and to be supported while learning to repair the harm they have caused
- be held responsible for their behaviour and the harm they have caused

Responding to concerns

We will endeavour to respond to your concerns regarding bullying as promptly as possible.

Where possible we will contact parents of both the victim and other student/s involved on the day of the incident, please note that sometimes this may not be possible.

Follow up with students will also occur on the same day where possible.

Please note that some further follow up may be needed, and we will contact parents once a resolution has occurred. Due to privacy reasons we cannot disclose the name of other students involved in incidents and cannot discuss consequences for other students.

If you have not received a phone call or communication please contact one of the staff members listed on the 'Key Contacts sheet' to discuss.



Resources:

Kids Helpline

1800 55 1800

<https://kidshelpline.com.au>

Safe Schools Hub

www.safeschoolshub.edu.au

Bullying! No Way!

<http://www.bullyingnoway.gov.au/parents/being-bullied/what-you-can-do.html>

Department of Education

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>



Key contacts for concerns

If you have a concern with your child/dren and need to speak to someone at school, the following staff are available to support you. Please speak directly with classroom teacher or homegroup teacher where applicable. If you feel that your issue has not been resolved and/or would like some further support you may contact the following staff:

Wellbeing Staff:

Callistemon:

Jodie Wright – Assistant Principal

Sharon Wilson – Leading Teacher

Caz Hart – School Counsellor (Prep – Yr 8)

Deloraine:

Annette Rogotowicz – School Counsellor (Yr 7&8)

Natalie Meli – School Counsellor (Yr 9&10)

Evonne Maric – School Counsellor (Yr 11 & 12)

Alternatively you may speak to a College Principal

Callistemon:

Meredith Clencie, Leah Eden & Jodie Wright

Deloraine:

7-8 Tim Bailey

9-10 Reuben Logan

11-12 Karen Baker

7-12 Jan Hickson

College Principal:

David Smillie

At The Grange P-12 College we use the following strategies to reduce bullying and build positive behaviours

School Wide Positive Behaviours (SWPB)

SWPB continues to underpin all interactions at The Grange P-12 College.

Continual reinforcement of expected behaviours using our school values of Respect, Learning and Working Together.

Use of the Matrix to redirect behaviours for students and remind them of expectations.

Wellbeing Support

The Wellbeing Team work across both campuses and offer ongoing support to students, parents and teachers.

The Student Wellbeing Team consists of Assistant Principals, Leading Teachers, Social Workers and Counsellors.

Individual Student Support and Small Group Programs

Range of individual supports for students including;

- Counselling with our social workers
- External links with Psychologists
- Social skill groups
- Resilience Groups
- Restorative practice discussions and activities with individuals, small groups and whole classes
- Inspiration Day, Year 12
- Respectful Relationships classes

Lunchtime Activities

Structured recess and lunch activities for students who need extra support in the yard.

These activities include Sport, Art & Craft, Library, Dance and Quiet Games.

Extra curricula activities including Open Mic and Grange Has Got Talent.

Stress management sessions.

Relaxation sessions.

Bigger Buddies & Peer Mediators

Year 9 and Year 5/6 are trained Peer Mediators.

They work across the primary campus to support and assist students during recess and lunchtime.

Supportive Friends, mentors to Year 7/8 students.

Cyberbullying

Inquiry topics around Cyber Safety.

Ongoing discussions and activities in classrooms and Multimedia.

Project Rocket at Deloraine, including presentations to Year 7/8 students on Cyber Safety.

College Events

- Antibullying Week
- Bigger Buddy Day
- Mental Health Week
- Cultural Diversity Week
- White Ribbon Day
- R U OK Day
- Resiliency Program

School Lawyer Program

The School Lawyer works with students on a range of legal education sessions including bullying, cyber-bullying and the law.

Links with Grade 5/6 students focussing on bullying and the law.

School Nurse Program

The Secondary School Nurse aims to reduce risk to young people and promote better health in the wider community.

The key role of the secondary school nurse is to support health promotion and primary prevention programs to support the health and wellbeing needs of students.

THE GRANGE P-12 COLLEGE ANTI-HARASSMENT AND ANTI-BULLYING POLICY

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| 1. | POLICY STATEMENT: |
| | <p>The Grange P-12 College is committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. The College values of Respect, Learning and Working together provide a basis upon which appropriate programs and procedures are developed across the college. The School Wide Positive Behaviour Support for Engagement and Learning (SWPB-EL) influences the implementation of all programs and procedures which are designed to: develop a culture that does not tolerate bullying and / or harassing behaviour; while providing an effective framework within which to address incidents and issues of harassment and bullying.</p> <p>Every student, staff member, parent and visitor at The Grange P-12 College has the right to be respected and feel safe within the College environment and while participating in college activities. A person who bullies or harasses another is denying them that right and is not behaving as a responsible school community member.</p> |
| 2. | RATIONALE |
| 2.1 | To provide a safe environment that has a structure to effectively deal with bullying and harassment if they take place. |
| 2.2 | Harassment and bullying is often kept a secret from adults. This secrecy often allows bullying and harassment to continue. Students must be able to feel that they can talk about incidences of harassment if the behavior is to cease. Students are often afraid to report bullying for fear that it will get worse. The act of witnessing the bullying of another person and doing nothing to stop it, is as bad as the person who is actually bullying. Bystander responsibility will be adhered to by all members of the school community. |
| 2.3 | Any form of harassment is totally unacceptable at The Grange P-12 College. |
| 3. | DEFINITIONS OF KEY TERMS: |
| 3.1 | Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion. This could occur in a variety of ways: face to face; name-calling; excluding; spreading rumours; on the internet; over the telephone or via text messages. |
| 3.2 | <p>What Bullying is NOT:</p> <p>Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.</p> <ul style="list-style-type: none"> • Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution • Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others • Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied <p><u>There are many types of behaviours that if continuous can be defined as harassment:</u></p> <p>(NOTE: THE FOLLOWING LISTS ARE EXAMPLES ONLY, AND ARE NOT ALL-INCLUSIVE).</p> |

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| 3.11 | VERBAL: <ul style="list-style-type: none"> • Name calling, put downs, 'knocking' achievers • Spreading rumours or gossiping • Negative comments about someone's appearance, gender sexuality, cultural or social background • Homophobic comments or teasing • Threatening remarks, teasing or speaking rumours about others or their families • Swearing • Isolating people from their friends/peers, talking about them in a huddle as if they are not there (making them a 'non-person') • Taking part in 'whispering campaigns' • Threatening to 'get' another person or have others 'get' them • Sexual harassment through verbal acts of a sexual nature (asking someone to perform sexual favours, etc.) |
| 3.12 | PHYSICAL: <ul style="list-style-type: none"> • Threatening behaviour, fighting or using weapons; spitting on others; invasion of 'personal space' • Exclusion- leaving someone out repeatedly • Interfering with another person's property, by stealing, hiding, damaging or destroying it, or teasing that person with their property (i.e. playing 'keepings off') • Giving 'greasies', starting in a determined manner, and making gestures that are threatening • Sexually harassing others through physical acts of a sexual nature (i.e. unwanted touching) • Writing offensive notes or graffiti about others • Using students to obtain money, food, personal equipment, clothes or other things that students bring to school • Forcing students to complete work for someone else |
| 3.13 | RACIAL: <ul style="list-style-type: none"> • Racist comments or jokes; emails or letter • Physical abuse • Negative reference to a person's appearance, cultural values/beliefs, or language |
| 3.14 | SEXUAL: <ul style="list-style-type: none"> • Sexual harassment is unlawful behaviour under the Commonwealth Sex Discrimination Act 1984 and the Victorian Equal Opportunity Act 1995. It occurs when a person engages in any unwelcome or unreciprocated conduct of a sexual nature (written or verbal), in circumstances which could reasonably be expected to cause offence, humiliation or intimidation. |
| 3.15 | DIGITAL TECHNOLOGY AND ELECTRONIC BULLYING: <ul style="list-style-type: none"> • Spread of rumours via msn • Placing or altering images without a person's consent • Intimidation or making threats to harm others online is a criminal offence • Giving out personal details to others about others without permission • Posting offensive comments, messages and bulletins on social networking sites (e.g. Tumblr; Twitter; Formspring; Facebook) • Downloading inappropriate material e.g. video images of students at school or student incidents and sending it to others • Using SMS, skype, and e-mails to belittle or intimidate • Sending texts which are offensive, demeaning or includes negative comments about someone's appearance, gender, sexuality, cultural or social background |

| 4. | GUIDELINES FOR IMPLEMENTATION |
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| | <ul style="list-style-type: none"> • Every member of the school community has the right to be protected from all forms of harassment. This includes traveling to and from school, as well as being at school or on any camp, excursion, event (i.e. sporting carnival) or other related activity this is run by The Grange P-12 College • Every member of the school community is responsible for implementing this policy. All students can help to stop incidents of bullying and harassment • All complaints of harassment should be treated as genuine • All complaints of harassment/bullying will be listened to, and judged on its own merits • Each claim should be acted upon without undue delay • Both the complainant and the accused have the right to an investigation that is confidential and discreet (realizing that there will be cases where the complainant will inevitably be identified) • All documentation regarding harassment incidents should be filed in a manner that ensures confidentiality • In cases where the complainant is identified, all measures will be taken to ensure that repercussions are minimized (i.e. warning student/s involved that repercussions will result in harsh penalties) • A copy of all documentation regarding any harassment incident will be passed on to the Assistant Principals • Harassment and bullying at The Grange P-12 College will not be tolerated |
| | <p>School staff have a responsibility to:</p> <ul style="list-style-type: none"> • Respect and support students • Model and promote appropriate behaviour • Have knowledge of the College and Departmental policies around bullying behaviour • Respond in a timely manner to incidents of bullying • Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community |
| | <p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Behave appropriately, respecting individual differences and diversity • Behave as responsible digital citizens • Follow the College's anti bullying policy • Behave as responsible bystanders • Report incidents of bullying |
| | <p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • Support their children to become responsible citizens and to develop responsible online behaviour • Be aware of the College's anti bullying policy and assist their children in understanding bullying behaviour • Support their children in developing positive responses to incidents of bullying • Report incidents of bullying behaviour to the College in an appropriate manner • Work collaboratively with the College to resolve incidents of bullying when they occur |
| | <p>All members of the College Community have a responsibility to:</p> <ul style="list-style-type: none"> • Model and promote positive relationships that respect and accept individual differences and diversity within the College community • Support the College's anti bullying policy and plan through words and actions • Work collaboratively with the College to resolve incidents of bullying when they occur |

| 5. PROGRAM DESCRIPTION | | |
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| | PRIMARY CAMPUS | SECONDARY CAMPUS |
| Student Wellbeing | <ul style="list-style-type: none"> • DEECD Student Support services • Leading Teachers • Team Leaders/Assistant Leaders • Classroom Teachers • Student Counselors • External Psychological services and agencies. | <ul style="list-style-type: none"> • DEECD Student Support services • Student Counselors • Leading Teachers • Health Promotions Nurse • Home group teachers • Year Level Leaders & Assistant Leaders |
| Meetings | <ul style="list-style-type: none"> • Wellbeing Team meeting • Leadership Meetings • Integration Program meetings • Professional Learning Team meetings • School Wide Positive Behaviours Meetings | <ul style="list-style-type: none"> • Wellbeing Team meeting • Leadership Meetings • Professional Learning Team meetings • School Wide Positive Behaviours Meetings |
| Curriculum | <ul style="list-style-type: none"> • School Wide Positive Behaviours Support for Engagement and Learning Program • E Smart Program • Restorative Practices – small group conferences, class conferences, circle time. • School Assemblies • Prevention/Intervention Programs | <ul style="list-style-type: none"> • School Wide Positive Behaviours Support for Engagement and Learning Program • Year Level Assemblies • Restorative Practices – small group conferences, class conferences • Health Education • Prevention/Intervention Programs |
| Extra Curricula Activities/ Programs | <ul style="list-style-type: none"> • Callistemon School Council Student Leadership • Breakfast Club • Bigger Buddies • Harmony Day • Peer Mediation • Bigger Buddies • House Program • Check and Connect • Recess and Lunch activities | <ul style="list-style-type: none"> • Wide Range of Programs which include: Bigger Buddies; VCE Supportive Friends; M Power Girls; Student Leadership; Boyz Crew and special weeks – Mental Health Week, National Youth Week, Harmony Day • Structured Lunchtime activities program • House Program |
| 6. IMPLEMENTATION STRATEGIES | | |
| 6.1 | <p>Class/Home group Level:</p> <ul style="list-style-type: none"> • Transition programs will be established across key year levels to assist students to adapt quickly to their new stage of learning. The transition process will involve sharing of information about how students learn and their social-emotional wellbeing • Class Teacher/Home group teacher to build positive relationships with the students in the class so that they are able to monitor individual students and their connectedness to school • The School Wide Positive Behaviours Support for Engagement and Learning (SWPB-EL) system will be implemented at both campuses. All students will be taught the College values and be made familiar with the Behaviour Matrix • A range of awareness raising activities on both campuses that incorporates the use of ICT to engage students and the school community • Wellbeing team to organize and provide prevention programs; individual counseling; referral to external community agencies and other organizations depending on what is required | |

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| 6.2 | <p>Staff Level:</p> <ul style="list-style-type: none"> • Professional Development and training for staff – e.g. School Wide Positive Behaviours for Engagement and Learning Program, Restorative Practices, No Blame Approach; assertive discipline approaches • Professional Development and curriculum support for teaching staff in relation to Internet safety and Cyberbullying • Participation of staff in lunchtime activities and other extra curricula activities with students in order to build school connectedness • Participation of staff in programs such as VCE study camp; House Events; Bigger Buddies and Supportive Friends |
| 6.3 | <p>Parental Level:</p> <ul style="list-style-type: none"> • Parent Education via school newsletter, website, parent portal, Facebook • Information for parents on School Wide Positive Behaviours and the College values communicated both online and in publications designed for parents • Information in regards to the policy will be shared at Parent Information evenings • Parent Education forums in regards to Child/Adolescent development; Health Education, Internet Safety and Cybersafety |
| 6.31 | <p>What parents can do:</p> <ul style="list-style-type: none"> • Listen to your child and take their feelings and fears seriously • Try not to take everything into your own hands, unless it is absolutely necessary, because this is likely to make your child feel less in control • Help your child to work out what ideas they have about coping with the problem. Write them down. Include a few of your own if needed to get started. Then talk with your child about which ones might help or not help and why. Choose an idea that they would like to try and then check out how it works. • If the bullying is verbal teasing you may be able to help your child to learn to ignore it, so the child who is doing it does not get any satisfaction out of it. You could practise at home ways to help your child gain confidence e.g. the way to walk past with their head up • Help your child think of ways to avoid the situation e.g. by going a different way home, or staying with a group <p>NB - <i>Be very careful that your child does not feel that being bullied is their fault.</i></p> |
| 6.32 | <p>Talking to the school</p> <p>If you need to talk to the school about your concerns as a parent consider who is the most appropriate staff member to deal accordingly with the issue: Classroom teacher, Home group teacher; Team Leader; Year Level Leader or Assistant Year Level Leader; Assistant Principals, or the Student Wellbeing Co-ordinator.</p> <p>Make a list of the things that have happened to your child. Be clear and be firm about their suffering. Be prepared to name the children who bully.</p> |
| 6.33 | <p>Special Note:</p> <p>If this is an ongoing problem rather than an occasional one for your child or if it happens to your child a lot in different situations with different children it is important to get some professional counselling for support.</p> |
| 7. | <p>LINKS TO ASSOCIATED COLLEGE POLICIES:</p> <p>This policy should be read in conjunction with the following:</p> <ul style="list-style-type: none"> • The Grange P-12 College Internet Acceptable Use Policy • The Grange P-12 College Mobile Phone Policy • The Grange P-12 College Student Engagement Guidelines |
| 8. | <p>TIMELINE/POLICY REVIEW AND EVALUATION</p> <ul style="list-style-type: none"> • Wellbeing Team to audit implementation plans and programs on against the <i>Victorian Framework for Student Support, Safe Schools are Effective Schools, Effective Schools are Engaging Schools</i> Policies and review policy, reviewed 2016, due for review 2018. |