



# Greenmeadows Intermediate School

## PREVENTION OF BULLYING PROCEDURES

### PURPOSE

Greenmeadows Intermediate School actively seeks to provide an environment that is safe from all forms of intimidation. The purpose of this policy is to provide a comprehensive, universally understood definition of bullying behaviour and to outline strategies for all members of the school community to combat social, emotional, physical and all other forms of intimidation.

### DEFINITION

#### **Bullying usually has four common features:**

- It is deliberate
- It is repeated over a period of time
- It is difficult for those who bully to learn new social behaviours
- Those who bully have, and exercise power over others

#### **There are three main types of bullying:**

- Physical: hitting, kicking, talking belongings.
- Verbal: name-calling, insulting and racist remarks.
- Indirect: spreading nasty stories, excluding from groups.

### GUIDELINES

1. All members of the school community have responsibility to recognize bullying and to take action when they see it happening.
2. A culture of respect and caring for others will be reinforced through our schoolwide Values Education, Health Education programmes and through the development of key competencies. This will be further supported by school-wide messages on the issue and parent information sessions as appropriate.
3. All staff should treat any report of bullying seriously and take action. A staff meeting will be held annually to revisit our behaviour management programme (Stepping Up) and to discuss any bullying issue and review strategies and remedial approaches.
4. Staff should first listen to the student or students, and make enquiries as may be necessary to clarify exactly what has happened.
5. The student should be assured they have acted correctly in reporting the bullying.
6. The staff member needs to then follow the process outlined in our school-wide behaviour management process when dealing with consequences for the bullying student.
7. The emphasis must be on changing the behaviour of the bullying student(s), while providing support for the student who has been bullied.
8. The staff member should attempt to give advice on how to deal with any repeat incidents that may happen before the intimidation can be dealt with.
9. Follow-up should be discussed with the student. It is important that the staff member checks a week or so later with both the student and the person to whom the information was passed.
10. An effort should be made to contact the parents of **all** involved students (both victim and bully).
11. Investigated instances of bullying are to be documented in the Discipline section of Schoolmaster.

*Reviewed July 2009*