



Perth Waldorf  
School

**PREVENTION OF  
BULLYING POLICY  
V3**

**VERSION MANAGEMENT**

<b>Version</b>	<b>Date</b>	<b>Changes Made</b>	<b>Author of Changes</b>
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2	May 2016	Revised	DC
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Name of Policy	
	Prevention of Bullying
Date first approved:	2016
Date of effect/ approved by Council	
Date last amended:	November 2019
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Compliance interactions:	Child safe policy Safe Schools Inclusion and Diversity
Area	Teaching Staff
Delegated Policy Owner (Custodian)	Coordinators
Priority	2
Procedures and forms:	Incident reporting form
Supporting documents:	PWS Code of Conduct PWS Teacher's Handbook
PWS Website:	No
Interactions with other School policies	Bullying Prevention Policy Critical Incident & Crisis Management Policy Child Protection Policy
Legislation:	School Education Act 1999 Occupational Safety and Health Act 1984 (WA) Child Protection Disability Discrimination Act 199 Human Rights and Equal Opportunity Commission (HREOC) Act 1986 Racial Discrimination Act 1975 Racial Hatred Act 1995 Sex Discrimination Act 1984.
Circulation:	Faculty Co-ordinators Summary to Parents via newsletters and web links All staff (induction, handbook, intranet)
Feedback:	fdavidson@pws.wa.edu.au
Review/stakeholders:	College of Teachers Policy sub-committee
External web links	<a href="https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying">https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying</a> <a href="https://studentwellbeinghub.edu.au/about-us/">https://studentwellbeinghub.edu.au/about-us/</a> WADoE Positive Behaviour Support framework Student Behaviour in Public Schools Policy <a href="https://www.education.gov.au/family-school-partnerships-1">https://www.education.gov.au/family-school-partnerships-1</a>

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### 1. DEFINITIONS

**“Bullying”** Bullying is repeated, unreasonable behaviour, or an ongoing and deliberate misuse of power in relationships, through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can be obvious or hidden.

**“Not bullying”:** Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved. 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.

**“Bystander/Witness”** A bystander includes a person who observes someone bullying, harassing, discriminating against, sexually harassing or sexually assaulting another person.

#### **“Emotional bullying” :**

- being excluded from group conversations and activities (ganging-up).
- making up or spreading rumours to facilitate dislike for someone.
- being ignored repeatedly.
- purposeful misleading or being lied to.
- making stories up to get others into trouble.

#### **“Physical bullying”:**

- hitting, kicking, pinching, pushing, bumping, shoving, scratching, slapping, biting, punching or tripping someone repeatedly
- unwanted physical or sexual touching
- throwing objects with the intent to injure or annoy

**“Threatening/Psychological bullying”:**

- stalking, threats or implied threats
- dirty looks
- manipulation – pressuring others to do things they don’t want to do
- intimidation – forcing students to do demeaning or embarrassing acts
- extortion – forcing someone to give you money or material items

**“Verbal bullying”:**

- constant teasing in a sarcastic and offensive manner
- name-calling and offensive nicknames
- swearing to unsettle or upset others
- homophobic comments to cause distress
- racist or sexist comments

**“Property Abuse”:**

- stealing money repeatedly
- interfering with someone’s belongings
- damaging other personal items
- repeatedly hiding someone’s possessions

**“Cyber bullying”:** Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

- spreading gossip and rumours through email, phone and internet.
- sending offensive text/phone and email messages.
- abusive phone calls.
- posting personal information on internet sites, social media, or discussion groups without permission to cause distress and humiliate.

**“Upward bullying”** Can occur in the workplace between peers, staff and managers, students/parents and teachers, and can be defined by any of the above, or the following examples.

- Failure of staff (or other parties covered by this policy) to comply with rules, meet deadlines and attend meetings on time.
- Disrespect and attempts by a ‘ringleader’ to undermine authority in front of others.
- Increased gossip and ‘chatter’ amongst staff or community.
- Unrealistic demands by staff or parents.
- Constant requests for private meetings that are manipulative in nature and dictate unrealistic demands and expectations.

**“Natural Justice”** Natural justice (also known as procedural fairness) is concerned with the rights and procedures used by a decision-maker in making a decision, rather than the substance of the decision made. The complainant and respondent must both be afforded natural justice, which includes the respondent being sufficiently informed of the allegation to allow for a meaningful response.

## **1 POLICY STATEMENT**

Perth Waldorf School works with the indications given by Rudolf Steiner aiming to create a safe, non-violent and caring environment. Bullying behaviour in any form does not belong in such an environment where positive assertive communication is promoted and difference is valued.

## **2 POLICY PURPOSE**

The purpose of this policy is to assist in the prevention of bullying. Everyone in the school community has a right to be free from bullying. Everyone in the school community has the responsibility to report bullying if they see it occur.

If a bullying event occurs the school aims to take all reasonable steps to address the behaviour including the protection and support of any staff member or student who is feeling victimised, and assisting them to explore response strategies and support if required. The procedures in the policy also aim to change bullying behaviours and to deter or dissuade staff or students from engaging in bullying.

## **3 CURRICULUM**

Bullying and the prevention of bullying is delivered at the appropriate level of content across the three faculties. It is weaved into stories in Early Childhood, delivered as a component through the Protective Behaviour curriculum in Primary School and the Life-skills class in High School.

## **4 RESPONSE TO BULLYING INCIDENTS**

### **4.1 Workplace Bullying of Staff**

The Grievance and Concern Policy will be used for the management of reported bullying incidents by staff.

### **4.2 Bullying of Students**

Bullying is a complex social issue and each case will be handled appropriately for the age of those involved and severity of the incident. The school has found bullying to be best addressed using the Restorative Justice Approach. (Please see Appendix B for details about this approach.)

## **5 PROCEDURES**

### **5.1 Act promptly**

All reports of bullying and harassment will be recorded and acted upon promptly. A bullying incident report form (See Appendix A) will be available to all staff, students and parents/community members. The form when completed may be forwarded to a member of staff for action which may include informing the Faculty Coordinator or School Administrator.

All complaints or notifications of bullying will be treated seriously.

As far as possible the privacy of the reporter and respondent will be maintained.

If there is an immediate risk of danger to anyone involved, contact the school, the person receiving the complaint should act immediately and contact the School Administrator, or the police if more immediate and serious.

## **5.2 Procedural fairness**

PWS adopts a 'no blame' approach and process in the first instance. When a complaint is received the respondent will be informed and provided with the opportunity to respond. The person will be heard fairly.

As far as possible complaints of bullying, or witnessed incidents of bullying, should be resolved at the lowest level, for example in the classroom by class teacher. This should include non-victimisation and support for both parties. At this stage there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, may be recorded and tracked.

If the issue cannot be resolved or continues or escalates then the students' behaviour should be managed under the school's behaviour management policy.

## **6 RECORD KEEPING**

All complaints of bullying will be recorded and the recording will include:

- Details of incident
- Dates and names of parties concerned
- Student bystanders and staff witnesses
- Action taken by staff

## **7 POST-INTERVENTION STRATEGIES**

- Monitoring the situation between all parties to ensure that their safety and well being are maintained
- Talking with parents or caregivers about strategies to address bullying behaviours.
- Reviewing and evaluating behaviour codes and policies.

## Appendix A: Bullying Incident Report Form

1. Name of Person Filing Report: \_\_\_\_\_

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Tick whether you are the:

Target of Behaviour  
Reporter (Not Target)  
Witness

3. Tick whether you are a:

Student  
Staff member (specify role) \_\_\_\_\_  
Parent  
Administrator  
Other (specify) \_\_\_\_\_

4. Information about the incident:

Date(s) of Incident(s): \_\_\_\_\_

Time when incident(s) occurred: \_\_\_\_\_

Location of incident(s): \_\_\_\_\_

Names of people involved: \_\_\_\_\_

\_\_\_\_\_

Witnesses (List people who saw the incident or have information about it):

Name: \_\_\_\_\_ Student Staff Other \_\_\_\_\_

Name: \_\_\_\_\_ Student Staff Other \_\_\_\_\_

Name: \_\_\_\_\_ Student Staff Other \_\_\_\_\_

6. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used. (Use other side of pag



## Appendix B: Restorative Justice Approach

### RESTORATIVE PRACTICE APPROACH

#### 1. Introduction and Overview

The Perth Waldorf School has adopted the Restorative Justice Practice Approach as a tool to deal with behaviour issues. This practice aims to allow all parties to share their experiences and hear the experiences of others and then find ways to restore a situation so that all parties feel that justice has been done.

While acknowledging this empowering approach, teachers and other staff retain the right and obligation to use their professional judgement and personal authority to deal with students and behaviour issues.

The Restorative Justice approach requires all parties to be willing participants.

#### 2. Corridor Conference Approach

Using the restorative practice approach, the teacher will usually act as a facilitator and would use the following language and questions as a guide.

Wrongdoer	Person Harmed	Back to Wrongdoer
What happened?	How have you been affected?	Does that seem fair? If not, what needs to happen?
What were you thinking/feeling at the time?	What's the hardest or most difficult part?	Is there anything you would like to do or say?
What have you thought since?	What would you like to see happen?	Facilitator - Remember to: use silence. Say "tell me more" or "say more about that"; Give time to reflect & if necessary come back to them.
Who has been harmed / affected? How?		
What needs to happen to repair the harm/make things right?		

#### 3. Debriefing Questions

1) Standard Debriefing (No harm)	2) Debriefing Harmful Behaviour
What happened?	What happened?
What was the hardest or most difficult part?	What were you thinking at the time?
What could you do differently next time?	How do you think (other person/members of group) feel/s? What could you do differently next time?

#### 4. Formal Restorative Justice Conference

In situations of significant conflict or harm it may be necessary for a more formal "round table" type conference to take place. This may involve an independent experienced facilitator, and it may be appropriate for various parties to invite a support person to accompany them.