



**PERTH WALDORF
SCHOOL**
Steiner Education

Bibra Lake & Parkerville Campus

**PREVENTION OF
BULLYING POLICY
V5.0
WEBSITE**

Prevention of Bullying Policy	
Date first approved:	2016
Date of effect/ approved by Council	April 2021, April 2022
Date last amended:	March 2022
Date of next review:	2023
Compliance interactions:	National Principles Child Safe Implementation Plan
Area	Teaching Staff
Delegated Policy Owner (Custodian)	Coordinators
Procedures and forms:	Incident reporting form
Supporting documents:	Code of Conduct for Parents Code of Conduct for Staff, Contractors, Volunteers & Council Members Staff Handbook Student Code of Conduct
PWS Website:	Yes
Interactions with other School policies	Behaviour Management Policy Child Protection Policy Critical Incident & Crisis Management Policy Disability Discrimination Policy Grievance and Concern Policy
Legislation:	<ul style="list-style-type: none"> • School Education Act 1999 (WA) • Occupational Safety and Health Act 1984 (WA) • Human Rights and Equal Opportunity Commission (HREOC) Act 1986 • Racial Discrimination Act 1975 • Racial Hatred Act 1995 • Sex Discrimination Act 1984 • Criminal Code 1913 (WA); • School Education Regulations 2000 (WA); • Disability Discrimination Act 1992 (Commonwealth) • Disability Standards for Education 2005 • Equal Opportunity Act 1984 (WA) • State Records Act 2000(WA).
External web links	https://bullyingnoway.gov.au/understanding-bullying https://studentwellbeinghub.edu.au/about-us/ https://friendlyschoolsplus.com/step-1 https://kscpc.kineoportal.com.au/
Circulation:	Faculty Co-ordinators Summary to Parents via newsletters and web links All staff (induction, handbook)
Feedback:	pws@pws.wa.edu.au
Review/stakeholders:	College of Teachers

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DEFINITIONS

“Bullying” *Bullying* is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying involves: Verbal bullying; Social/relations bullying; physical bullying; cyberbullying and bystanders.

“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”:

‘Cyberbullying is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically.’ (Office of the eSafety Commissioner).

Cyberbullying can occur in many ways, including:

- abusive texts and emails;
- hurtful messages, images or videos;
- imitating others online;
- excluding others online;
- humiliating others online;
- nasty online gossip and chat.

“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.

Perth Waldorf School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

Child abuse:

Four forms of child abuse are covered by WA law:

- 1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- 2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- 3) Emotional abuse includes:
 - a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
- 4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) adequate care for the child; or
 - b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm. *(From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007).*

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. *(From UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).*

A Child Safe Environment

Perth Waldorf School aims to provide a child-safe environment which assists to deter inappropriate interactions and facilitate detection. This is supported by the arrangement of the premises and implementation of policies and procedures. The school aims to eliminate opportunities for grooming behaviour, bullying and harassment, child abuse, assaults and self-harm to occur undetected.

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. The school promotes positive relationships and the wellbeing of students and educators within a safe, inclusive and connected learning community.

4 PREVENTION

At PWS resources of prevention are woven in throughout the curriculum (e.g. story medicine, Restorative Justice processes, behaviour management, etc.). Programs such as Friendly Schools Plus, Bullying No way and Keeping Safe may be used when needed.

5 RESPONSE TO BULLYING INCIDENTS

Duty of Care

School authorities, the school and teachers owe a duty of care to the students. This duty arises from the nature of the relationship and exists whenever and wherever the student is in their care.

5.1 Cyberbullying

PWS has clear policies and procedures regarding use of mobile phones, emails and internet, as well as social media that are clearly communicated to the staff, students and parents.

5.2 Workplace Bullying of Staff

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

5.3 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.)

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 _____

5 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 page).

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 could you do differently next time?	What were you thinking at the 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.