



To be read in conjunction with the Gisborne Anti-Bullying Policy.

Gisborne Primary School

ANTI-BULLYING PROTOCOL & PROCEDURES

Definition of Bullying:

Bullying is when a person or group of people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance on more than one occasion. An imbalance of power is usually present favouring the bully during these incidents. Power can be attributed to age, physical, psychological, status, cultural, socio-economic and intellectual factors.

Keep in mind that distressing or mean incidents are not necessarily examples of bullying.

The following types of incidents also require guided behavior support:

- **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. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **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. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

NB: Depending on the severity, reach and consequences of a singular act, it may be defined as bullying behavior by GPS.

Steps for Parents:

The following procedures are to be used to resolve Bullying concerns at our school.

Step 1: The first point of contact is generally the classroom teacher. Provide details to the relevant teacher as follows:

- In person from 8:40am – 8:50 am or 3:30pm – 3:40pm (Teachers are involved in meetings at 3:45pm)
- Letter or email. Alternatively a phone call to the office and leave a message.

Step 2: If your concern remains, contact the school via phone, email or letter, to make an appointment with the Assistant Principal / Principal outlining the unresolved issue. The school will investigate the concern and the most appropriate person (the wellbeing coordinator/teacher/principal/office staff/assistant principal) will contact you to discuss the matter, or to organise a meeting. Most problems are resolved by this point.

Step 3: The Regional office can be contacted to help resolve problems. The Principal can provide contact details.

Tips to consider:

The following suggestions are to ensure optimum understanding for all parties and for the best outcomes in relation to the resolution process:

- Problems are best resolved using a positive attitude in a respectful manner. Anger is usually counter – productive to solving problems.
- People need time to investigate and resolve many problems; a quick fix is not always possible or desirable.
- Schools are complex and diverse communities where people may have different opinions, therefore, not all disagreements can be resolved.
- There are generally two sides to every story, everybody is doing what they believe is right, even if it is different to what we think.
- Concerns that arise between students during out of school activities or on social media are generally not the responsibility of the school to resolve. However, these concerns will be followed up if applicable.

Formal and Informal meetings with school staff

- In line with our value of 'Respect', brief unscheduled meetings before and after school should not be longer than 5 minutes as teachers have planning and meeting commitments.
- Meetings by appointment will be scheduled for 15-30 minutes as appropriate at a time to suit the parent /guardian and teacher/principal.
- Further meetings will be scheduled for any discussions that take longer than 30 minutes.
- Due to time restraints at parent / teacher interviews, concerns could be raised at this time, however, a subsequent meeting may be required to resolve matters.

Any incident, after investigation, that is deemed a serious matter will require restitution managed by the Wellbeing Coordinator and Leadership in partnership with the parents and classroom teacher. Guidance will follow a strengths based, restorative practice approach.

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