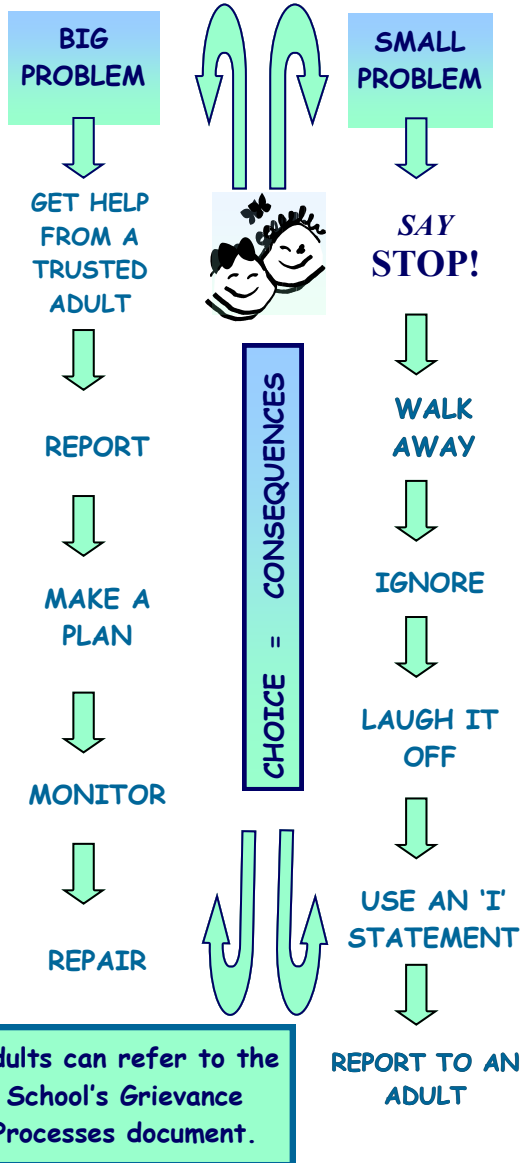


# Grievance Procedures for the Whole School Community

If you are being bullied please follow this procedure:



## STUDENTS and PARENTS

Bullying is serious, hurtful and unlawful. It can happen to anyone anywhere. It is unwanted and unwelcome. It can happen:

- \* Student to student
- \* Student to adult
- \* Adult to adult

**Bullying must be stopped. Don't take it! Don't do it!**



**My Support Network of people I trust and know will help me.**

A copy of individual student's Support Network of trusted adults will be kept at school. Students will be taught how to respond to bullying by using The Grievance Procedures and their Support Network regularly.



## WELLBEING GUIDELINES FOR THE WHOLE SCHOOL COMMUNITY

### School Culture

At Melrose Primary School we believe that everyone has the right to feel safe, it's everyone's responsibility to assist in creating a safe learning environment and everyone needs to take responsibility for their own behaviour choices.



### Our Cooperative Code for Success

- Respect each other
- Learn together
- Follow adult instructions
- Communicate effectively
- Safety is necessary

## Wellbeing

Wellbeing is feeling good about yourself in all areas of your life.



## Bullying

Bullying is abuse of power. Bullying is an act causing embarrassment, intimidation, pain or discomfort to another. It has a negative impact on people's wellbeing.

### Types of Bullying are:

- \* Teasing, taunting and put downs
- \* Spreading rumours
- \* Name calling, yelling and screaming
- \* Making threats
- \* Excluding other people
- \* Using sexist or racist language
- \* Physical hurting
- \* Rude gestures, mean looks and stares
- \* Unwanted touching
- \* Hiding or destroying property
- \* Cyber bullying including hurtful emails, posting images, voice and text messages
- \* Influencing or organising someone else to bully or harass

We are developing and using these strategies at Melrose Primary School to reduce bullying. We aim to:

- \* Educate and empower everyone through teaching specific Wellbeing Programs.
- \* Provide and share relevant information through various communication channels.
- \* Provide opportunities for students to voice opinions and make decisions.
- \* Develop effective Student Voice and Leadership structures and strategies.
- \* Use culturally inclusive practices.
- \* Encourage inclusive decision making with the Governing Council and Parent Groups.
- \* Create a culture devoted to continuous improvement of practices.
- \* Model and teach assertive behaviours.
- \* Keep working towards the development of a common understanding of issues and a consistent approach to consequences.
- \* Explicitly teach Conflict Resolution, Rights and Responsibilities, Restorative Justice Procedures and The Child Protection Curriculum.
- \* Explicitly teach Problem Solving and The Grievance Procedures.
- \* Develop and maintain mutual respectful and positive relationships.
- \* Cater for individual needs by developing and implementing Individual Learning Plans.

- \* Survey staff, students and families.
- \* Hold regular assemblies.
- \* Organise cross age and peer tutoring.
- \* Use role plays and rehearsals to teach and communicate appropriate behaviours.
- \* Collect data, analyse and make plans.
- \* Teach Bystander Prevention strategies.
- \* Provide professional learning opportunities and relevant resources for the staff, parents and community.
- \* Use positive reinforcement strategies.
- \* Diligently follow up incidents and inform parents.

**Consistent Consequences apply when serious offending occurs.**

**These are as follows:**

- \* **Violence = Suspension (1-5 days)**
- \* **Severe disruption to learning in classes = Take Home**
- \* **Continual disrespect of others, affecting wellbeing = Owing Time and a Restorative Justice Conference**
- \* **Bullying and or harassment of others = Loss of play**

We understand that bullying does not only involve the bully and the victim. We recognise that the whole peer group can play a role in bullying. A whole school and community approach is needed to address this difficult issue.