

When someone says or does something *intentionally* hurtful and they *keep doing it* - even when you tell them to stop or show them that you're upset, that's...

Bullying

Identifying 'Bullying' behaviour

- [The difference between 'conflict', 'being rude', 'being mean' & 'bullying'](#)
- [Is it 'bullying'?](#)
- [Types of 'bullying' behaviour](#)

How are these behaviours dealt with at Coatesville School?

- ['Conflict'](#)
- ['Rude' or 'mean' behaviour](#)
- ['Bullying' behaviour](#)

Procedures for dealing with 'Bullying' behaviour

Disclosures of 'Bullying' behaviour

- Suggested process for staff and parents

Who is involved in 'Bullying'?

- 'Initiators', 'Targets', 'Bystanders & 'Upstanders'

Investigating 'Bullying' behaviour

- [Investigation process](#)
- [Determining an outcome](#)
- [Consequences for student behaviour](#)

Confirmation of 'bullying' behaviour

- [Support for 'Initiator'](#)
- [Support for 'Target'](#)
- [Support for 'Bystanders'](#)

Confirmation of 'conflict', 'rude' or 'mean' behaviour

- [Recording the Investigation](#)

Communication procedures

- [Process for staff and parents to resolve questions, concerns or issues](#)

How are these behaviours dealt with at Coatesville School?

Students are encouraged to “tell someone” if they are unable to stop negative behaviour from others.

'Conflict'
Resolved using peer mediation or with staff support
Parents informed only if behaviour escalates

[Back to top](#)

'Rude' or 'mean' behaviour
Requires staff intervention
Some follow-up staff support required
Parents informed if behaviour is repeated or escalates

[Back to top](#)

'Bullying' behaviour
Disclosures lead to formal investigation - highly supportive and sensitive to the needs of students
Only school leaders investigate bullying
Parents of students involved are informed regardless of the outcome of an investigation

***Note:** In the case of 'bullying' behaviour the 'Target' may be reluctant to disclose incidents. Staff and parents must be alert to any signs indicating potential 'bullying'.*

[Back to top](#)

Disclosures of 'Bullying' behaviour

Procedures for STAFF and PARENTS to follow:
1. All disclosures - by students or parents - will be listened to without judgement
2. If appropriate at the time, ask simple questions to clarify details of who, when, where and (briefly) what happened
3. Thank the person for reporting the behaviour and assure them this will help them to be safe
4. Ask the person to report any further incidents immediately
5. Report the disclosure to a Deputy Principal or the Principal immediately

[Back to top](#)

Who is involved in 'Bullying'?

'Initiator' the person who is directing the bullying behaviour towards another student(s)

'Target' the person who is receiving the bullying behaviour

'Bystanders' are people who witness bullying behaviour

'Upstanders' intervene to help stop the bullying behaviour

[Who is involved? \(Resource material\)](#)

[Back to top](#)

Investigating 'Bullying' behaviour

Investigation process:
1. If the disclosure suggests potentially 'major' or 'severe' bullying behaviour parents of the 'Initiator' (and the 'Target' if they are not aware) are to be contacted immediately
2. From the disclosure, and knowledge of the student, the Deputy Principal determines whether any 'support person(s)' are required to help facilitate the sharing of information
3. Arrange 'support person(s)' as required
4. If 1-3 above are not relevant, parents will be contacted at the conclusion of the investigation
5. Deputy Principal begins investigation process as soon as possible
6. School expectations for appropriate time, place, questions and meeting structure must be followed
7. Establish facts by speaking to all people with relevant information
8. Record all relevant information

[Back to top](#)

Determining an 'Outcome':
Based on available evidence, confirm 'bullying' or 'other' behaviour
Confirm a consequence for the behaviour
Discuss the 'outcome' with the principal and/or another DP

[Back to top](#)

Consequences for student behaviour:
Link to document: Consequences for Student Behaviour

[Back to top](#)

Confirmation of 'Bullying' behaviour

Support for 'Initiator':
1. Deputy Principal determines whether 'support person(s)' are required when the 'outcome' is shared and future plans formulated
2. Arrange 'support person(s)' as required
3. Report the 'outcome' to the 'Initiator'
4. Discuss with the 'Initiator' the impact on the 'Target' and ways in which they can establish a positive relationship with that person
5. Plan with the 'Initiator' how this can happen & record proposed actions
6. Outline that any further examples of 'bullying' will be dealt with further consequences
7. Speak to the parents of the 'Initiator' to explain the 'outcome' and plans to support the 'Initiator' and the 'Target'
8. Within two weeks, monitor and review progress with the 'Initiator'
9. Plan further actions to support the 'Initiator' for a defined period

[Back to top](#)

Support for 'Target':
1. Deputy Principal determines whether 'support person(s)' are required when the 'outcome' is shared and future plans formulated
2. Arrange 'support person(s)' as required
3. Report the 'outcome' to the 'Target'
4. Discuss with the 'Target' the plans of the 'Initiator' to eliminate the 'bullying' behaviour
5. Plan with the 'Target' how they can best be supported
6. Reinforce they should immediately disclose any further 'bullying' behaviour
7. Outline that any further examples of 'bullying' will be dealt with further consequences
8. Speak to the parents of the 'Target' to explain the 'outcome' and plans to support the 'Initiator' and the 'Target'
9. Within two weeks, monitor and review progress with the 'Target'
10. Plan further actions to support the 'Target' for a confirmed time period

[Back to top](#)

Support for 'Bystanders':
1. Confirm a consequence for the behaviour with the 'Initiator' (and any 'Bystanders')
2. Include any 'Bystanders' (as appropriate) in formulation of any plan to support the 'Initiator' and/or the 'Target'
3. Within two weeks, monitor and review progress by speaking to the 'Bystanders'
4. Plan further actions to support all parties for a confirmed time period

[Back to top](#)

Confirmation of 'Conflict', 'Rude' or 'Mean' behaviour

Support for students:
1. Immediately report findings to those students involved (either together or separately depending on the circumstances of the incident)
2. Discuss with all parties the possible strategies for dealing with any further issues
3. Plan how this can happen and record proposed actions
4. Ensure all parties fully understand any subsequent incident will be fully investigated
5. Email the parents of those students involved to explain the outcome of your intervention, include any plans to support both parties. Offer parents the opportunity to discuss this further
6. Within two weeks, monitor and review progress by speaking to all students involved
7. Plan further actions to support all parties for a confirmed time period

[Back to top](#)

Recording the investigation:
Regardless of the outcome, the Deputy Principal must keep notes of the incident
Sufficient detail of the incident must be recorded in the school's Student Management System

[Back to top](#)

Communication procedures

At any stage of the 'Dealing with Bullying' process, if parents have further questions, concerns or issues they are referred to the school ['Positive Communication between Parents and Staff' procedures](#).

[Back to top](#)

