



Gumma Place Anti-Bullying Policy and Procedure

1. Policy Statement

At Gumma Place, every young person has the right to feel safe, valued, and respected. Bullying in any form is not tolerated. We are committed to preventing bullying by creating a strong culture of respect, restorative relationships, and proactive support. When bullying occurs, we respond swiftly, fairly, and with a focus on repair, responsibility, and re-connection.

2. What is Bullying?

Bullying is repeated, intentional behaviour that causes physical, emotional, or social harm. It can be carried out by an individual or group, and often involves an imbalance of power.

Forms of Bullying:

- **Physical:** hitting, pushing, damaging property.
- **Verbal:** name-calling, insults, teasing, threats.
- **Social:** exclusion, spreading rumours, manipulating relationships.
- **Cyber:** using digital platforms to harm, threaten, or humiliate.

Note: A one-off conflict or disagreement is **not** bullying, but may still require restorative intervention.

3. Prevention Strategies

- Co-developing behavioural expectations with young people each year.
- Regular yarnning circles and check-ins to build peer connection.
- Positive behaviour recognition and relational reinforcement.
- Staff modelling respectful and inclusive language.
- Young person voice opportunities to raise concerns safely.
- Supervision in high-risk areas (e.g. unstructured outdoor times).

4. Identifying Bullying

Bullying may be:

- Reported directly by the student or a peer.
- Noticed by staff through changes in behaviour, mood, or attendance.
- Observed during activities or transitions.
- Disclosed during restorative conversations or check-ins.

Warning Signs Might Include:

- Withdrawing from activities or peers.
- Frequent complaints of feeling sick or unsafe.
- Drop in participation or academic performance.
- Signs of distress, anxiety, or anger after certain interactions.

5. Responding to Bullying – Procedure

Step 1: Initial Response

- **Listen** without judgement.
- **Acknowledge** the student's experience.
- **Record** the concern confidentially on Sentral (or equivalent system).
- **Report** to leadership if behaviour meets bullying criteria.

Step 2: Investigate and Assess

- Leadership team gathers information:
 - Speak separately to all young people involved.
 - Review any relevant communication or reports.
 - Determine if the behaviour fits the definition of bullying (repeated, targeted, harmful).

Step 3: Immediate Support

- Provide immediate safety and emotional support for affected young people.
- Create a short-term safety plan if necessary (e.g. changed groupings or workspaces).
- Notify parents/carers of those involved if bullying is confirmed or suspected.

Step 4: Restorative Response

- Hold a **Restorative Meeting** with the target, the person responsible, and facilitators (staff trained in restorative practice).
- Questions include:

- What happened?
- Who has been affected?
- What needs to be done to make things right?
- Develop a **Restorative Action Plan**, which may include:
 - Verbal/written apology
 - Commitment to changed behaviour
 - Positive re-engagement task (e.g. shared group activity)

Step 5: Monitor and Follow-Up

- Ongoing check-ins with all parties.
- Adjust supervision or peer dynamics as needed.
- Behaviour formally recorded in student file.
- If bullying continues: escalate through Behaviour Levels (see Discipline Policy).

6. Escalation and Serious Cases

If bullying is severe, persistent, or involves risk to safety:

- Move directly to **Level 3 or 4** of the Discipline Flowchart.
- Hold a **case meeting** with families and support staff.
- Consider external supports or counselling.
- Involve Police or external agencies if there is:
 - Threat of serious harm
 - Online or criminal harassment
 - Physical violence or assault

7. Roles and Responsibilities

All Staff:

- Model respectful and inclusive behaviour.
- Supervise actively and intervene early.
- Respond to concerns seriously and promptly.
- Document and report all bullying concerns at Level 2+.

Leadership:

- Lead investigations and restorative conferences.
- Communicate with families and carers.
- Monitor repeat behaviours and implement support plans.

Young people:

- Speak up if you or someone else feels unsafe.
 - Participate in restorative actions if harm is caused.
 - Support your peers in building a safe space.
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8. Communication with Families

- Parents/carers notified of all confirmed bullying incidents.
 - Clear communication of the restorative process and outcomes.
 - Encourage family partnerships in monitoring and supporting behavioural change.
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9. Policy Review

This policy is reviewed annually or as needed following a serious incident. Feedback from staff, young people, and families informs revisions.

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