

# Anti-bullying Plan

Dobroyd Point Public School





# Bullying:

## Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

### Bullying

**Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.**

**Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.**

**Conflict or fights between equals or single incidents are not defined as bullying.**

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term “bullying” has a specific meaning. The school’s Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider school community.

**School staff** have a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students** have a responsibility to:

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the school Anti-bullying Plan
- behave as responsible bystanders
- report incidents of bullying according to their school Anti-bullying Plan.

**Parents and caregivers** have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

**All members of the school community** have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school’s Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

# Our School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

The Department of Education and Community define bullying as “..... Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyberbullying refers to bullying through information and communication technologies.”

The school has modified this definition for our students to learn and understand:

**Bullying is when one person or persons, repeatedly hurts another, or others, on purpose, to make them feel unsafe, upset or uncomfortable.**

Bullying devalues, isolates, frightens and can affect an individual's right to achieve. Bullying has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Bullying involves the abuse of power in relationships and can involve all forms of harassment (including sex, race, gender, disability etc), humiliation, domination, intimidation and victimisation of others.

**Bullying behaviour can be demonstrated through the following:**

- ✿ **Verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults or threats
- ✿ **Physical** e.g. hitting, punching, kicking, scratching, tripping or spitting
- ✿ **Social** e.g. ignoring, excluding, ostracising, alienating or making inappropriate gestures
- ✿ **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions,
- ✿ **Cyber-bullying:** malicious SMS or electronic messages, inappropriate use of camera phones, social media or websites.

## Statement of purpose

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students will not be accepted. Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Bullying will not be tolerated at Dobroyd Point Public School. The school takes bullying seriously and it is not acceptable in any form. Bullying acts against the fundamental rights of students to feel safe and happy at school and be treated with respect. Students at Dobroyd Point Public School will behave in a manner that allows everyone to learn in a safe, non-threatening environment.



The Anti-Bullying plan is divided into four sections- Protection, Prevention, Early Intervention and Response.

## Protection

**Students, teachers, parents, caregivers and members of the wider community can expect:**

- that students will be safe at school, free from the fear of bullying, harassment, intimidation and victimisation
- to be involved in the any review of the school Anti-Bullying Plan
- to know what is expected of them and others in relation to the Anti-Bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

**Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:**

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- contribute to the development of the Anti-Bullying Plan and support it through words and actions
- Actively work together to resolve incidents of bullying behaviour when they occur.

**Each group within the school community has a specific role in preventing and dealing with bullying.**

***Students can expect to:***

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)

- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

***Students have a responsibility to:***

- behave appropriately, respecting individual differences and diversity in the school community
- follow the school Anti-Bullying Plan
- behave as responsible digital citizens and responsible bystanders
- respond to incidents of bullying according to the Dobroyd Point Public School Anti-Bullying Plan.

***Parents and caregivers have a responsibility to:***

- support their children in all aspects of their learning
- support their children to become responsible citizens and to develop responsible online behaviour.
- be aware of the school Anti-Bullying Plan and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying, consistent with the school Anti-Bullying Plan.
- support all students of the school to deal effectively with bullying through the strategies of the Anti-Bullying Plan.

***Teachers have a responsibility to:***

- respect and support all students in all aspects of their learning
- model appropriate behaviour

- respond in an appropriate and timely manner to incidents of misbehaviour and/or bullying according to the school Anti-Bullying Plan
- fully understand their obligations to maintain student wellbeing including protecting children from bullying

***Schools have a responsibility to:***

- develop an Anti-Bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children.
- follow up complaints of bullying, harassment and intimidation.

*(Reference - Bullying: Preventing and Responding to Student Bullying in Schools Policy)*

## **Prevention**

### ***Strategies to Prevent Bullying***

- Staff will undertake regular professional development in current Anti-Bullying strategies and policy.
- Appropriate Anti-Bullying resource kits for each stage will be prepared and utilised in the PDHPE program.
- Regular communication through newsletters and parent groups will ensure that the school community is familiar with, and supportive of, the school's Anti-Bullying Plan.
- The Anti-Bullying Plan will be distributed to all parents on Parent Information Evening to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation contributing to the general wellbeing of students.
- Display of and understanding of the 5 school rules that underpin behaviour, safety, academic effort, personal best and the environment.
- A well-established discipline policy that is well-publicised and practiced.
- Quality playground supervision.
- An environment of mutual support and trust.
- Quality relationships fostered between teacher and teacher, student and teacher, student and student
- Shared classroom management strategies
- Shared playground management strategies
- School merit system which reinforces positive behaviours
- Student leadership programs, such as SRC, librarians, sports monitors, environmental monitors etc. that give students a voice
- Participation in learning experiences that address key understandings and skills relating to positive relationships, safety, discrimination, bullying and harassment. These experiences will be guided by the PD/H/PE syllabuses and other KLAs.

- School participation in activities such as sports carnival, Easter Parades, Book Week celebrations, Mufti Days, School Assemblies
- Celebration of special events eg. Anzac Day, Remembrance Day, Education Week
- Implementation of the Peer Support, Peer Mediation & Buddy programs
- Extra-curricular opportunities enabling the students to participate positively in the school eg. Debating, Choir, Band, Recorder

## Early Intervention

The school provides a variety of transition and support for vulnerable students, including:

- Kindergarten Orientation Program for new students
- Mentoring programs with local high schools for students in Year 6
- Individually organised transition programs to assist students with additional needs to move into the next year
- Playground programs supervised by the Learning Support Officers
- Playground assistance for specific students as needed by the Learning Support Officers

## Response

As the scope of student bullying incidences is so varied, there cannot be a one size fits all in the management of them. The Principal, school executive and/or learning support team will decide on which intervention or combinations of interventions is appropriate to each individual circumstance.

## The Anti-Bullying Plan – NSW Department of Education and Communities

### Dealing with Bullying:

- Dobroyd Point Public School will deal with bullying quickly and effectively.
- Strategies for dealing with bullying will be implemented consistently by school staff in accordance with the Anti-Bullying Plan.
- Every teacher will develop their own classroom strategies for reporting bullying in their classroom.
- The strategies for dealing with bullying are linked to the School Discipline Policy and encompass the range of options available to deal with unacceptable behaviours, including suspension and expulsion.
- The school's executive team will monitor behaviour reports for patterns of repeated or recurring offences of bullying behaviour.
- Students, their parents and caregivers are encouraged to be proactive in dealing with bullying, so that appropriate support is provided to those students involved in any incident.
- Parents, caregivers and teachers who recognise that a student is experiencing difficulties in any aspect of school life can complete a referral to the Learning Support Team. The Learning Support Team will meet to determine an appropriate course of action.

### Dobroyd Point teachers will use the following strategies to record and deal with bullying incidents:

- The school's Discipline Framework for inappropriate behaviour in the classroom.
- Using the flow chart, class teachers will report continued bullying to their assistant principal or relevant staff.
- The playground communication book will be used to record all inappropriate behaviour at recess and lunchtime

- Refer students with recurring behaviour issues and students who have been affected by bullying to the stage supervisor, who may then refer the student to the learning support team.

Other personnel who may be consulted in a bullying situation:

- The Principal or member of the school executive
- School counsellor
- Home-school liaison officer (HSLO)
- Child Wellbeing unit
- Network Director

As bullying occurs mostly when teachers are not around we rely on responsible reporting from all members of the community.

#### **Procedures for intervening in a bullying situation for students:**

If you see someone being bullied:

1. If you are able to, tell the person doing the bullying to **stop**.
2. Support the victim.
3. Tell a teacher immediately.

#### **Procedures to Report Bullying for Students:**

If it occurs in the playground or in the classroom:

1. Go to the teacher on duty or your classroom teacher and say, "I have something important to tell you". This gives the teacher the signal that they should take the time to listen to you now.
2. If you are unable to tell your teacher, go to the office and ask for the Assistant Principal or the Principal. If you need a support person, ask a friend to go with you.

If it occurs on the way to school:

1. Try to ignore the behaviour,
2. If you can, tell the other child to stop.
3. As soon as you arrive at school, tell a teacher. Go to your teacher and say, "I have something important to tell you". This gives the teacher the signal that they should take the time to listen to you now.
4. If you are unable to tell your teacher, go to the office and ask for the Assistant Principal or the Principal. If you need a support person, ask a friend to go with you.

If it occurs on the way home from school:

1. Try to ignore the behaviour.
2. If you can, tell the other child to stop.
3. When you get home, tell your parents.
4. The next day at school, tell your teacher. Go to your teacher and say, "I have something important to tell you". This gives the teacher the signal that they should take the time listen to you.
5. If you are unable to tell your teacher, go to the office and ask for the Assistant Principal or the Principal. If you need a support person, ask a friend to go with you.

#### **Procedures for intervening in a bullying situation for parents or caregivers:**

If you witness a bullying incident in the playground:

1. Tell the person doing the bullying to stop.
2. Support the victim.
3. Report the details of the incident to a teacher immediately.

### **Procedures to report bullying for parents:**

If your child reports that he or she is being bullied:

1. Discuss what has happened with your child.
2. Make contact with your child's teacher and/or an Assistant Principal and/or the Principal.
3. Do not approach the parents of the other child.

### **Procedures for intervening in a bullying situation for ancillary school staff:**

If you witness a bullying incident in the playground:

1. Tell the person doing the bullying to stop.
2. Support the victim.
3. Report the details of the incident to a teacher immediately.

### **Procedures for intervening in a bullying situation for teachers:**

1. Tell the person doing the bullying to stop.
2. Support the victim.
3. Investigate the matter, interview witnesses and attempt a resolution. Refer to Flow Chart: Procedures to Report Bullying for Teachers (attached).

Students with bullying behaviours and those who are bullied will be counselled, supported and monitored by one or more of the following:

- Restorative Practices
- Social support in the playground
- Mediation
- Ongoing monitoring
- Method of Shared Concern (Teachers will be trained in this)
- Programs such as: Talk Sense to Yourself Program and Assertiveness training

Students who continue to bully will have one or more of the following consequences. Parents will be notified of the school's actions.

- Community service
- Negotiated contract
- Timeout from the playground
- Withdrawal of privileges with a way back
- Class/group change
- Behaviour guidance programs
- Referral to the learning and support team
- Referral to external agencies
- Suspension from the playground

Parents of students who continue to bully and violate the rights of another will receive a suspension warning letter and the matter will be reported to the Department's Safety and Security Unit.

**Students who continue to bully, will be suspended.**



## **Departmental Appeal Procedures for Students, Parents and Caregivers:**

These guidelines provide information for handling complaints including how to make a complaint, how to deal with a complaint and how to support persons involved.

<http://www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints>

## **Responsibilities and Delegations:**

The Principal is responsible for leading the development, implementation and evaluation of the Anti-Bullying Plan and for ensuring that the plan is readily accessible to all members of the school community.

## **Monitoring and Evaluation:**

- The school will analyse trends in student behaviour each term. The Executive will implement strategies to address any identifiable patterns.
- The school Anti-Bullying Plan will be monitored and amended, where appropriate, to reflect changes in the school and current teaching and learning practices.

## **Principal's comment**

Wellbeing is the priority of a school community. Happy children who want to come to school are successful students who establish and sustain meaningful friendships, confidently participate in their learning and make appropriate academic progress.

Bullying is a harmful behaviour that can be eliminated in a school environment that has effective policies and procedures for teaching, developing and sustaining the behaviours associated with wellbeing.

No child should ever be subjected to bullying. A school must prioritise keeping all children safe from bullying and actively teach children the life-long behaviours associated with self-esteem, resilience and being empowered to identify and overcome bullying in all its forms.

As principal of Dobroyd Point Public School I am committed to a school free of bullying behaviour. I am committed to a whole school culture of wellbeing made possible by our collective commitment to our five school rules into all aspects of school life.

All students, parents and teachers are empowered to work together to develop and maintain strategies that eliminate bullying.

This Anti-Bullying policy is a collaborative document, subject to ongoing review and improvement.

Please contact me if you require clarification about the school's commitment to eliminating bullying or if you need to report or support a child being bullied.

Marni Patterson  
Acting Principal

**Endorsed by Staff & P&C – Term 2, 2017**

**Next review – by Term 2, 2018**

## **Resources to Support the Anti-Bullying Plan:**

### A Fair Go for All

(NSW Department of Education and Training, 1996).

A set of resources for Kindergarten, Year 1 and Year 2 designed to assist schools in effective teaching about positive relationships and personal safety.

### **Anti-Bullying: Best practice in schools**

(NSW Department of Education and Training, 1999).

Outlines successful programs in primary and secondary schools that have been effective in minimising and dealing with bullying behaviour.

### **Anti-Bullying policy**

<https://www.det.nsw.edu.au/wellbeing/connect/antibullying>

The NSW Department of Education and Training provides information and examples of what schools are already doing to address bullying behaviour on its website.

### **Bullying No Way - [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)**

The Bullying. No Way! website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia. NSW schools are featured on this site.

**Child Protection Education:** Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education (1997-1998).

A NSW Department of Education and Training set of five print resources for Stages 1 to 5. These resource materials aim to assist students to develop skills in:

- recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

### **Code of Conduct**

The Code of Conduct clarifies the standards of behaviour that are expected of DET staff in the performance of their duties. It gives guidance in areas where staff needs to make personal and ethical decisions.

### **Complaints Handling Policy**

(NSW Department of Education and Training, 2006).

Responding to Suggestions, Complaints and Allegations Procedures sets out a framework for a professional response to suggestions, complaints and allegations leading to improvements and creating confidence in the outcome. It applies to complaints about discrimination and racism. It does not apply to appeals against suspension and expulsion.

### **Countering Discrimination: Support materials for schools**

(NSW Department of Education and Training, 2000).

Focuses on ways schools can improve the personal safety and well-being of students and staff. It provides clarification of the term discrimination, and strategies and resource materials for school communities to counter discrimination.

### **MindMatters: A mental health promotion resource for secondary schools**

A nationally developed program, which uses a whole school approach to mental health promotion. Every secondary school received a kit in 2002. The kit contains a number of booklets including A Whole School Approach for Dealing with Bullying and Harassment.

### **Racism: No Way** – Anti-racism education for Australian Schools

<http://www.racismnoway.com.au/>

### **The Playground: Best practice in primary schools**

(NSW Department of Education and Training, 1999).

Provides information on a range of policies and programs used in primary schools, which have been successful in making playgrounds safe and happy places.

### **The Student Welfare Policy**

(NSW Department of Education and Training, 1996).

A framework for school communities to review student welfare, determine key issues for action and develop and implement student welfare actions and initiatives. It contains sections on effective learning and teaching, positive climate and good discipline, community participation and responsibilities of school personnel, regional office and state office staff.

### **Kidscape**

[www.kidscape.org.uk/](http://www.kidscape.org.uk/)

Kidscape provides practical skills and resources to prevent bullying for children and young people.