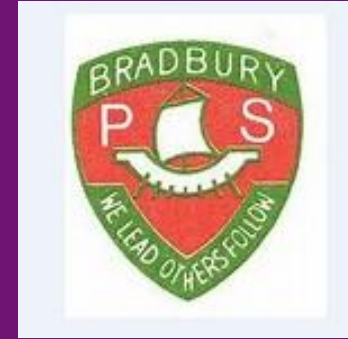




Education &
Communities

Anti-bullying Plan

School Name: Bradbury 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.

Bradbury Public 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.

This document has been formulated in consultation with the school community, who have been invited to take part in the development, implementation, evaluation and review of this plan.

Statement of Purpose

Bradbury Public School is committed to creating and promoting a safe and respectful, learning environment that enhances the wellbeing and development of every student.

Bullying is not tolerated in NSW government schools and is not acceptable in any form. Bullying is taken seriously at Bradbury Public School. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and anti-social behaviour in a secure, ordered and supportive environment.

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.

(Reference: NSW Department of Education and Training: Bullying: Preventing and Responding to Student Bullying in Schools Policy, 2011; Bullying: Preventing and Responding to Student Bullying in Schools Guidelines and Cyberbullying: Information for Staff in Schools.)

Protection

What is Bullying?

Bullying is defined as repeatedly hurting another person who is less powerful- either physically or psychologically. Bullying can take many forms. We consider the following behaviour to be bullying:

1. Physical:

including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing belongings or throwing objects at someone.

2. Verbal:

name-calling, making offensive remarks, taunting, teasing, put-downs

3. Indirect Social/Psychological:

spreading rumours, gossiping about or embarrassing someone, making fun of someone, using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.

4. Cyber (Online Bullying):

verbal and indirect social/psychological bullying through use of technology such as emails, blogs, websites etc

Characteristics of Bullying

Bullying behaviour typically contains seven elements-

1. An initial desire to hurt.
2. Bullying desire is acted out- some form of bullying is perpetrated.
3. This action is hurtful.
4. There is an imbalance of power- the bullying behaviour is stronger and more powerful than the victim's behaviour, either physically or psychologically.
5. There is no justification for the action- ie. the victim has done nothing to deserve such treatment.
6. It is persistent and repeated.
7. The person bullying derives enjoyment from hurting the victim.

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

Responsibility

Staff Responsibilities

- To model appropriate behaviour at all times
- To monitor and track incidences of bullying and respond in an appropriate and timely manner according to the Anti-Bullying Policy
- To communicate any bullying behaviour to their stage supervisor
- To implement school programs which promote positive relationships that incorporate strategies to deal with bullying
- To communicate bullying incidences with parents when needed

Parent Responsibilities

- To be aware of and support the school's Anti-Bullying Policy
- To take an active role in their child's school life and watch for signs that their child may be being bullied
- To support their child in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying policy
- To instruct their child to speak up if they are bullied
- To report incidents of school related bullying to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur

Student Responsibilities

- To behave appropriately at all times
- To respect individual differences and diversity
- To speak up if they are being bullied or if they see someone being bullied
- To attempt to use learnt strategies to deal with bullying incidents.

Prevention

It is important that the school community address the underlying causes of bullying relating to school organisational issues, learning and teaching issues and relationship issues.

Preventative Strategies:

- Education and promotion of the school's Anti- Bullying Policy
- Whole school community shared understanding of bullying.
- Productive and respectful relationships established between all members of the school community.
- Classroom rules, routines and processes negotiated and applied consistently.
- Positive Behaviour for Learning lessons taught weekly in all classrooms.
- Adequate supervision of students during breaks on playground and classrooms
- Active intervention when bullying occurs.

School Anti-bullying Plan – NSW Department of Education and Communities

- Targeted social skills programs eg/ Learning Links Program/Social skills programs

Early Intervention

Those students who are at risk of being ongoing victims of bullying type behaviour, will be encouraged to report directly and immediately to a member of staff that they themselves have nominated when they feel either threatened or intimidated. Their parents will also be informed of this arrangement so that they too can reinforce this strategy with their child. These early intervention arrangements for students at risk will be communicated to all teaching staff. These are some ways we will deal with this:

- Referral to Learning Support Team /ARCO
- Using Social stories and role play situations
- Develop a plan of action on how to cope with situations
- Find things the students are good at and celebrate the successes

Response

Incidences of bullying can be reported immediately to any teacher or the Principal by students and their parents. Any bullying incidences reported will be investigated and recorded by the executive staff. Consequences for the perpetrators of clearly substantiated bullying behaviour will also be imposed as outlined in the school's discipline policy and if necessary, suspension procedures.

- Students are to report all incidents of bullying to a teacher or trusted adult immediately
- Parents with concerns about bullying should contact the school immediately
- All bullying incidents are to be reported, taken seriously and dealt with by teachers, Executive and Principal (depending on the severity). These issues will be dealt with immediately or as soon as practically possible.
- Teachers and executive staff will contact the parents of the student being bullied and the student doing the bullying immediately it is discovered. All staff to be informed so they can monitor students in the playground.
- In the case of Cyber-bullying, the police may need to be contacted to make a report.
- Students will be supported by the school Counsellor/ARCO if upset by being bullied or experiencing ongoing bullying of a peer.
- The Anti- Bullying Policy will be available on the school website and regular information will be posted in the school's newsletter.
- In regards to assaults, threats, intimidation and or harassment, these will be reported to the police by the Principal or executive staff. The school safety and response unit will also be contacted where necessary. The schools handling critical incidences policy will be implemented in such incidences.
- If there is a need to contact support agencies, then the principal will contact the Child Well Being Unit. The school counsellor will also research support.
- In regards to staff the Complaints Handling Policy will be used and staff can be directed to EAPPS.

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

Signs that your child may be being bullied:

- Dislike and avoidance of school
- Decline in academic performance and social interaction
- Gets into trouble more often at school
- Wants to be taken to school even though it is close
- Takes the long way home or walks instead of catching the bus
- Possessions are damaged or missing
- Becoming withdrawn, appearing depressed or anxious, having mood swings, crying for no apparent reason
- Unable to explain bruises or scratches
- Complaints of feeling unwell though parents report no specific illness
- Asks for, or steals, extra money
- Increased social exclusion and peer rejection
- Having less to do with friends
- Has bad dreams
- Sleeps badly
- Wets the bed
- Gets angry with brothers or sisters
- Uses put-down language when speaking about others
- Increased negative self-perception

Signs that your child may be bullying others:

- Aggressive behaviour – both inside and outside the home (teasing, threatening, hurting others)
- Difficult to manage
- Oversensitive – feels that everyone is out to get him/her
- Unhappiness
- Loses temper often
- Quietness or depression

- Decline in academic performance
- Disturbing stories about the child – from other students, their friends or other adults contact with your child, are avoiding you, or hinting at things you don't know

The Anti-Bullying Policy will be available through the school website and communicated through the Bradbury Public School newsletter and other communication tools. Professional learning regarding these procedures needs to be done every three years or when there is a significant change in staff in any one year. At this time an evaluation of the Anti-Bullying Plan will take place.

At these times, it may be necessary to survey the students, staff and parents to see how widespread the bullying is at our school using community forums and/or "Tell Them From Me Survey." The executive staff will report all student welfare incidences at our LST meetings.

Additional Information

Michelle Louise– Police Youth Liaison officer - Campbelltown Police Station - 02) 46201106

Regional Office: 9203 9920

Kids Helpline: 1800 55 1800

Useful Websites:

Mindmatters: <http://www.mindmatters.edu.au/>

Kidsmatter: www.kidsmatter.edu.au

School Anti-bullying Plan – NSW Department of Education and Communities

Cybersmart: www.cybersmart.gov.au/

Bullying. No Way!: www.bullyingnoway.gov.au

A-Z School Directory:

<https://detwww.det.nsw.edu.au/lists/directoratesaz/index.htm>

Principal's comment

The safety and wellbeing of the children in our school is our first priority. The update of the school Anti-bullying Policy is a positive step to develop a consistent community approach to deal with instances of anti-social behaviour in a sensitive and reassuring way. Clear guidelines and a consistent approach to educate our children about becoming responsible citizens provide more opportunities to deliver curriculum and maintain a cohesive and harmonious school community.

Team members who developed the plan

Michelle Lester - Principal

Julie Sivell – Rel.Deputy Principal

Kerry Milne – Assistant Principal

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