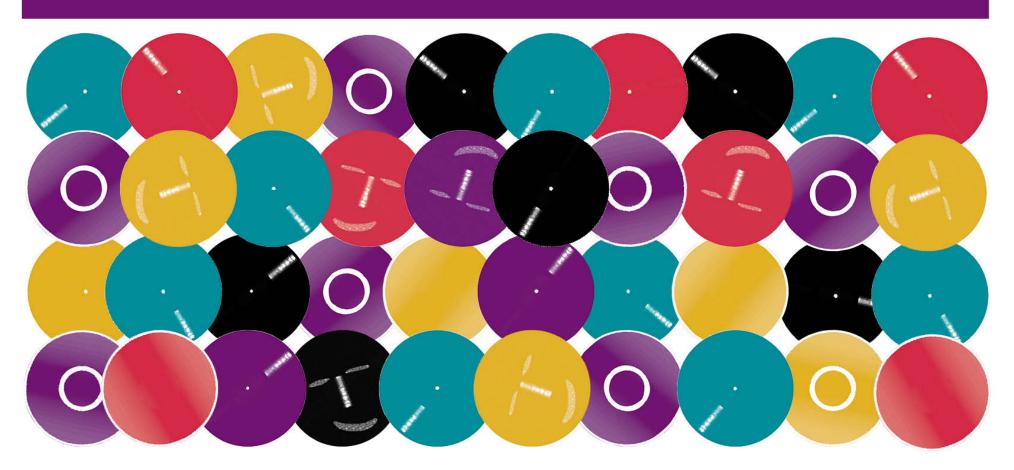# Anti-bullying Plan

Sandy Hollow 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

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.

To inform the development of this plan, our school community was provided with opportunities to contribute via surveys of staff and students. A focus group was conducted within a P&C meeting. After the plan was refined, the community were given the opportunity to review the final copy.

Regular review of the plan is to be undertaken by all school teaching staff during staff meetings. Student welfare data will be reviewed at the end of each term to inform teaching staff of effectiveness of plan. In addition, the plan will be reviewed by the community every three years.

Statement of purpose

Sandy Hollow public School is committed to providing a safe, respectful learning environment which fosters respect for others and does not tolerate any form of bullying. No student, employee, parent, caregiver of community member should experience bullying within the learning or working environment of our school.

Students, teachers, parents, caregivers and members of the wider community have a responsibility to promote positive relationships that respect and accept individual differences and diversity within the school community.

Our school community supports the Anti-Bullying Plan through words and actions and actively works together to resolve incidents of bullying behaviour when they occur.

Protection

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 staff, students, parents, caregivers and members of the community.

School staff have a responsibility to:
- Model and promote appropriate behaviour
- Have knowledge of school and departmental policies relating to bullying behaviour
- Respect and support students, creating a culture where it is acceptable and encouraged to report incidents
- Respond in a timely manner to incidents of bullying according to the school's Anti Bullying Plan
- Implement school programs which teach students skills and strategies to understand and deal with bullying
- As a YCDI school, maintain systems of rewarding and praising positive behaviour and ensure teaching programs include lessons which address behaviour expectations around the school

Students have a responsibility to:
- Behave appropriately at all times
- Show respect for individual differences and diversity
- Behave as responsible digital citizens and report any cyberbullying
- Be assertive and tell the bully that they don't like their behaviour and how it makes them feel.
- Be an "upstander" and tell an adult if they are being bullied or if they see someone else being bullied, both at school and on the way to and from school

Parents and caregivers have a responsibility to:
- Be aware of and support the school's Anti Bullying Plan
- Watch for signs their child may be being bullied

- Assist their child in understanding bullying behaviour
- Adopt learnt strategies to deal with incidents of bullying, including cyberbullying, consistent with the school's Anti Bullying Plan
- Instruct their child to 'speak up' if they are being bullied or if they are aware another child is being bullied
- Inform the school if any bullying is suspected
- Not approach children directly to express their concerns
- Work collaboratively with the school to resolve incidents of bullying

Our school community will uphold our school values of: honesty, respect, tolerance, organisation, resilience, persistence, confidence and cooperation.

Prevention

Strategies and programs the school may implement for bullying prevention are as follows:

- Creating a safe, stimulating and enjoyable school environment for all students
- Explicit and ongoing teaching of the school wide behaviour expectations for all students K-6
- Consistent implementation of negotiated classroom expectations, routines and procedures
- Clear identification of the behaviours that are unacceptable via the school's Anti Bullying Plan
- Promotion of the school's Anti Bullying Plan throughout the school community via the school's website, assemblies and newsletter articles
- Encouragement of students to inform staff when bullying occurs
- Acknowledgement by staff of the seriousness of the matter and active intervention in accordance with staff responsibilities
- Provision of clear information to students, parents and caregivers to outline strategies that promote appropriate behaviour and the consequences for inappropriate behaviour

- Promotion of student leadership opportunities across the school including school captain, sports monitor, library monitor and peer support.
- Explicit teaching for all K-6 students of stage appropriate programs which promote positive relationships and incorporate strategies to deal with bullying. For example: You Can Do It!, Peer Support, Healthy Harold, Child Protection programs, Interpersonal Relationships (PDHPE) activities and development of personal and social capabilities through learning across the curriculum areas in all syllabuses
- Participation by all students in Anti Bullying Day and Harmony Day
- Participation by Year 6 leaders and Year 4/5 Buddies in the Kindergarten Orientation program, promoting a support system for students entering Kindergarten
- Support of Kindergarten students by the provision of a Year4/5 buddy
- Provision to students strategies to respond appropriately to incidents of bullying behaviour, including responsibilities as bystanders and observers
- Communication of bullying incidents to parents when needed
- Communication to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children

Early Intervention

Early identification of bullying behaviour is vital if schools are to be most effective in managing bullying.

It is important that schools respond when issues are identified as it is understood that those who are engaged in bullying and are bullied can experience long term effects.

Some students are identified as being at risk if bullying or developing long term difficulties with social relationships. Some students are identified as using bullying behaviour.

Strategies the school may implement for these students include:

- Referral to the learning and support team
- Implementation of specific social skills and values activities through programs such as Healthy Harold, You Can Do It! and Peer Support programs promoting positive self-image and self-worth
- Implementation of specific emotional-social teaching and learning programs such as You Can Do It! and Visible Learning to assist the development of self-awareness and self-management capabilities
- implementation of specific emotional-social teaching and learning programs such as Healthy Harold, You Can Do It! and Peer Support, to assist with friendship development
- use of social stories and role play situations through classroom PDHPE programs
- identification of student strengths through Visible Learning and Peer Support and celebration of success through school awards
- Development of an individual action plan on how to manage situations.
- Use of Internet resources to promote positive relationships (Dept of Education - Anti Bullying Resources Bullying! No Way!)

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

Response

The school community will be empowered to recognise and respond appropriately to bullying, harassment and victimisation and to behave as responsible bystanders.

School Staff will:

- Maintain active playground supervision and deal quickly and effectively with incidents
- Record all reported incidents through Synergy
- Regularly review incidents to identify patterns of bullying behaviour
- Work with parents to look at underlying problems and investigate solutions.
- Conduct restorative conferences Appendix 1 - Restorative Practices
- Work with bullies through an Anti-bullying support program
- Work with victims of bullying through a support program with support from the School Counsellor
- Be a mentor when nominated by a student about ongoing strategies until the matter appears satisfactorily resolved
- Seek involvement of the school Anti-Racism Contact Officer (ARCO)
- Involve the Department of Education Learning and Engagement Officers in individual programs if required
- Take disciplinary action
- At the discretion of the Principal, implement the Department of Education Suspension and Expulsion Procedures if required
- Report the matter to the authorities, including the Police, if required

Response

Students will be proactive and need to decide what action to take. Students know when they **can** control what happens. They will not retaliate by using bullying and will try not to show fear, as the bully is no longer rewarded and bullying may stop.

- **Step 1:** Ignore it. Show that it does not upset you. They bully is then not rewarded and the bullying may stop. *If it does not stop:*
- **Step 2:** Talk to the person bullying you. Tell him or her to stop. *If it does not stop:*
- **Step 3:** Talk it over openly with trusted adults. (e.g. class teacher or parent). They can then help you to decide what to do. *If the bullying still does not stop:*
- **Step 4:** Refer to Learning and Support Team and the Principal

Students who are not being bullied but are aware of others who are, will be encouraged to report it, to protect those that are being bullied and so that the bully can be helped too.

Parents will:

- Encourage their child to adopt learnt strategies to deal with bullying
- Encourage their child to inform a staff member or the Principal when bullying is occurring
- Inform the school of incidents of bullying
- Work with the school in addressing and managing the problem

Response to Cyberbullying

School Staff will:

- Ensure each student is safe and arrange support where required

- Gather facts about the suspected cyberbullying
- Report the matter to the parent involved, discuss the matter and how best to deal with it
- Document incidents through Synergy
- Implement the [Department of Education Suspension and Expulsion Procedures](#) if required at the discretion of the Principal

Students will:

- Tell a trusted adult (teacher, Principal or parent)
- Block the sender's messages if possible, never reply to harassing messages
- Keep evidence of any cyberbullying to assist in identifying the bully and potentially reporting the matter to the Police (screen captures, bully's screen name, text and images)
- Keep parents/staff informed of any further messages from the bully

Parents will:

- Monitor their child's use of technology, including their child's use of any social media sites and messaging services
- Keep evidence of any cyberbullying
- Report any concerns to the administrator of the service used, including the mobile phone provider (if SMS is involved), website administrator (if social networking or char services are involved) or Internet service provider, as most have measures to assist with tracking or blocking the bully
- Report to the Police, especially if the bullying includes physical threats

Procedures for Reporting Bullying

- Students are to immediately report to teachers or parents all incidents of bullying either verbally or in writing in the playground suggestion box outside the Primary Room
- Parents with concerns about bullying should contact the class teacher or Principal by phone, email or in writing
- All bullying incidents will be taken seriously
- On discovery of incidents of bullying, staff will contact the parents of the student being bullied and the student doing the bullying. All staff are 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

Serious incidents involving assault, threat, intimidation or harassment

- May have disciplinary action taken
- May be reported to the Incident Reporting Hotline by the school
- May be reported to the Police by the Principal where necessary

Child Wellbeing

Where concerns about the safety, welfare or wellbeing of children or young people are evident these concerns **must** be reported to the Principal.

The Principal will make a decision about the level of risk to a students and what action to take – using the Mandatory Reporting Guide to guide this decision. It is critical that all relevant information is considered.

Complaints Handling Policy

The Department of Education Complaints Handling Policy Guidelines will be used to manage complaints.

In addition, staff can be directed to access the Employee Assistance Program

Promoting and publicising the Anti-Bullying Plan

The Anti-Bullying Plan will be available on the school website and regular information will be posted in the school newsletters.

Additional Information

Police Youth Liaison Officer – Muswellbrook

Youth and Family Support Worker – Lee Ann McPhee 02 6543 4841

Adolescent & Family Counsellor - Kassie Alcorn – 02 6543 4841

Kids Helpline www.kidshelpline.com.au

Bullying No Way! www.bullyingnoway.com.au

Helping Your Child with Bullying www.schoolsatoz.nsw.edu.au

Principal's comment

The safety and wellbeing of the students at Sandy Hollow Public School is our first priority. The Anti-Bullying Plan is a positive step in developing a consistent community approach to deal with instances of anti-social behaviour in a sensitive and reassuring way.

Mrs Christina Darlington – Principal

Ms Pauline Bullock – Classroom Teacher

Mrs Tammy Parker – Classroom Teacher

Mrs Jeannie Harris – P&C Treasurer

Ms Renee Roper – P&C Secretary

Ms Michelle Stennett – P&C President

Mrs Katie McLean – P&C Vice President

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