

Anti-bullying Plan

Premer 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.

The school community have been consulted at meetings and through surveys. Through local school needs, parents and teachers adopted an approach that focused on preventative measures that educate students on what strategies they can adopt to eliminate all forms of bullying behaviours. Staff have been consulted and are committed to teaching anti bullying skills as part of our positive welfare practices.

Parents have been consulted. The policy will be reviewed every year.

The effectiveness of the plan will be communicated to the community in addressing bullying and promoting a safe environment.

Gather and use data that highlights patterns in behaviours.

Statement of purpose

Students attend school to engage in quality education that will help them to become self-directed, life long learners who can create a positive future for themselves and the community. We are committed to providing students with a caring, supportive and safe environment.

Any inappropriate behavior that interferes with teaching and learning will not be accepted. Every child has the right to be free from bullying and harassment both inside the classroom and in the playground.

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

Our school supports a range of strategies to prevent bullying occurring and to help students if incidents occur.

Our school supports a prevention and early intervention approach in relation to students bullying.

The best outcomes are when the community works together as we have a shared responsibility to act in a timely manner.

Protection

A positive school culture will support the development of protective factors. These strategies include:

- developing a shared understanding of all forms of bullying including cyber bullying
- maintain a climate of respectful relationships
- shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour.

What is Bullying?

Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group.

Bullying can involve humiliation, domination, victimisation and harassment based on sex, race, disability, or sexuality.

Cyberbullying refers to repeated hostile behavior intended to cause harm through the use of information and communication technologies.

Bullying behavior can be:

- **Verbal** eg name calling, teasing, abuse, putdowns, sarcasm, threats.

- **Physical** eg. hitting, punching, kicking, scratching tripping, spitting, biting.
- **Social** eg. ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- **Psychological** eg. Spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages.

CyberBullying can look like:

- Flaming - heated exchange
- Harassing and threatening messages -text wars
- Denigration - sending nasty SMS, pictures or prank phone calls
- Impersonation – using a person’s screen name or password
- Outing - sharing personal information, messages or pictures with others
- Ostracism - excluding others from an online group
- Sexting - sharing explicit material by mobile phone

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

What can we do?

Parents and caregivers can support young people by:

- Helping them understand and identify bullying behavior in the Anti Bullying Plan
- Responding to and reporting incidents and work with the school to resolve incidents of bullying when they occur

Students can expect to:

- Know their concerns will be responded to by school staff.
- Be provided with support.
- Participate in learning activities that promote equity, safety and address discrimination.
- Behave appropriately, respecting individual differences and diversity.
- Follow the school Anti-bullying Plan.
- Be an upstander not a bystander.

Staff have the responsibility to:

- Model the right behaviour.
- Know the department policies relating to bullying behaviour.
- Respond to incidents of bullying in a timely manner
- Provide curriculum and pedagogy to develop an understanding of bullying and the impact it has on the community

At Premer Public School we promote the role of the upstander and that they should be involved in a responsible way. Upstanding behavior is expected which includes walking away, intervening or telling a teacher. Otherwise they are part of the bullying behaviour.

Prevention

Prevention refers to strategies specifically designed to prevent bullying behavior.

The following strategies are in place at Premer Public School to teach skills and understandings that will minimise bullying behaviours.

These include.

- Values Education
- PLAY is the WAY teaching program, teaching social and emotional capabilities of students
- Personal Development and health lessons
- Clear rules of behavior adopted through the Positive Behaviour for Success program
- Exit slips each day where students reflect on their behaviours
- Connecting with the students at risk through MAD (Making A Difference)
- Rewards for recognising behaviour and achievement
- Report and record incidences in a diary and EBS on track
- Teachers are visible and mobile in playground while on duty
- Learning support team referred to for advice
- Use of data to analyse trends and causes of bullying (time of the day, area bullying occurs, cause, etc)
- Make adjustments from data gathered
- Games such as Bullies and Bystanders for classroom use
- No mobile phones allowed at school or on excursions
- Captain mediates minor incidents
- Leadership training
- ARCO training for teachers

- Use the STAND strategy of teaching students to stand up for themselves and be confident.

S - Stay Calm

T - Try to ignore

A - Ask them to stop

N - Never fight

D - Duty teacher

Early Intervention

Providing support early for students at risk of developing long term difficulties with social relationships before an issue occurs or escalates.

School Principal and Learning Support teacher will decide on the appropriate combinations of interventions. No one intervention is reported to be effective so a combination of interventions are more effective.

Consistent teacher judgment will be used. Students will be treated fairly and listened to from both sides before implementing restorative practices or consequences.

Programs include PLAY is The Way and Bounce Back.

Consult the affected students.

Bystander and Upstander training –Trains bystander students to behave in a supportive manner and intervene where feasible. (see school website for Anti-bullying- How to encourage your child to be an effective bystander).

Buddy systems - Promote friendships and support between older and younger peers.

Restorative practices - helps the student/s who is displaying bullying behavior to take steps to restore damaged relationships.

Mediation - Assists students to resolve differences to reach a win-win solution. This is used when the imbalance of power is not great. Not to be used in major disputes.

Assertiveness training - Coaching students how to use controlled language and assertiveness.

Disciplinary approach - Clear behaviour standards and using discipline to deter behaviour. May include loss of privilege, detention and disabling computer account. Research has shown that this method on its own is not effective in preventing bullying.

Community Awareness

Community involvement will include:

- Public forums to address issues and facts and research about bullying and harassment
- Ways to respond to their child being bullies
- Newsletter snippets –eg Upstanding behavior
- Surveys to gather data related to bullying and effectiveness of policy
- Health wise personnel - Coaching students to be assertive

The school community will monitor regularly and review the plan at least every year or when the school profile changes.

Anti-bullying brochures will be given to parents enrolling students in a school enrolment pack.

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

School procedures for incidents

Incidents of bullying will be dealt with in a timely manner during the day the event occurred.

Major incidents involving assaults, threats and intimidation are to be reported to the teacher or principal. After reviewing the case, the principal will decide on action based on the complexity of the case.

This may include:

- Reporting to the police and/or the School Safety and Response Unit hotline on 1300 363 778
- Contact the Child Well Being unit or Community services where appropriate

Complaints

The Department of Education and Communities provides a policy and guidelines for handling complaints. While most complaints should be resolved informally there are provisions for the use of formal procedures depending on the seriousness of the complaint.

Depending on the patterns of bullying and the frequency school management may need to adopt a proactive approach. More active supervision on breaks. Organised games at lunch. Changed eating times. Subject timetabling revisited.

The Anti-bullying Plan will be publicised through the school newsletter. The community can view the plan on the school website. In addition at enrolment the plan will be made available to all new enrolments in a hard copy. Information sessions prior to school will address the school's Anti-Bullying stance and all parents and carers will have the plan explained. Each term there will be notes in the school newsletter on ways to support your child or strategies to be an upstander.

The school will use data from EBS on track to evaluate the patterns and frequency of Bullying behaviour. Surveys, exit slips, rewards and staff meetings will also be used to evaluate the success of the program.

These measures will enable the school to gauge if there has been transformational change in the culture of the school.

Additional Information

Kids helpline 1800551800

Hunter New England Health. Family Support.1800597589

e-mail:nenwfrs@pathfinders-aus.org

Principal's comment

This whole school plan is a result of ongoing consultation to focus on knowing and caring for every child to make a happy safe place for students, staff and community.

Judy Cameron Principal

Madeleine Birkett Teacher

School contact information

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