

# Anti-bullying Plan

Tinonee Public School 2016





# 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.

This plan has been developed in consultation with staff, parents, SRC and community members of Tinonee Public School. This plan is underpinned by the schools anti-bullying policy. A draft of this plan was tabled at a P&C meeting to inform the school community of the requirements of the plan as well as to seek input of its development and implementation. This Anti-bullying Plan will be reviewed in three years (2019).

## 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. At our school the Positive Behaviour Policy additionally our core values “Be Responsible, Be Respectful and Be Safe” provides a framework for acceptable behaviours expected by our school community with every student responsible for their actions. The policy incorporates what is expected for above the line behaviour with rewards linked to this. It also has consequences for below the line behaviour. Classroom and playground behaviour is linked to the framework and monitored daily.

## Expectations

Students, teachers, parents, caregivers and members of the wider school community can expect: that students will be safe at school, free from fear of bullying, harassment, intimidation, and victimisation and to be involved in the collaborative development of the school Anti-bullying Plan.

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To know what is expected of them and others in relation to the Anti-bullying Plan. All students will be provided with appropriate support when bullying occurs.

## Responsibilities

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.

### Students can expect to:

- Know that their concerns will be responded to by school staff
- Be provided with appropriate support

### Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Follow the school Anti-bullying Plan
- Respond to incidents of bullying according to our School Anti-bullying
- Plan and be a responsible bystander and report

### Parents and caregivers have a responsibility to:

- Support their children in all aspects of their learning
- 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

### 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

- Inform students, parents, caregivers and the community about the Raise
- Responsibility System and Anti-bullying Policy
- 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 supporting the resolution of bullying behaviour involving their children, to follow up complaints of bullying, harassment, intimidation and victimisation.

#### Teachers have a responsibility to:

- Respect and support students in all aspects of their learning
- Model appropriate behaviour
- Respond in an appropriate and timely manner to incidents of bullying

### Protection

The school community understands that bullying can be physical, verbal or psychological and can occur face to face, in written form or through the use of technology in the form of cyber bullying.

**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; and

**Psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages including social networks, inappropriate use of camera phones.

The school and our community do not accept or condone bullying behaviour in any form. When the school does become aware of such behaviours, action will be taken in-line with the DEC and school Anti-bullying Policies and the Policy for Good Discipline and Effective Learning. 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. In dealing with bullying behaviour, we recognise the repeated and recurring nature of bullying and have mechanisms in place to identify patterns of repeated offending.

Students, their parents and caregivers are encouraged to be proactive in dealing with bullying, so that appropriate support can be provided to those students involved in any incident.

### Prevention

Our School utilises the Positive Behaviour Policy to encourage and reward good behaviour across all classes. It ensures students understand what is expected of them to be respectful and safe learners. Student expectations are listed and visible in all the classrooms and the playground. These expectations are embedded in all that we do.

Maintenance of a positive school climate that acknowledges that bullying behaviour is not tolerated within the school community.

A focus on anti-bullying will be maintained with: posters that identify what bullying is, the different types of bullying and strategies for dealing with bullying when it occurs. Classroom lessons that focus on bullying and how to deal with bullying behaviour. Professional development for staff related to bullying and strategies to counteract it. Community awareness and input related to anti bullying, its characteristics, school anti-bullying programs and response (eg Newsletters).

Provision of programs that promote resilience, life-skills and social skills, assertiveness, conflict resolution and effective communication skills. (eg Child Protection, Drug education). Consistent staff supervision of designated playground areas. Assurance that students know and understand what behaviours are acceptable within the school (ie consistent class/school rules displayed in the school).

### Early Intervention

Students, parents and staff are aware that our school holds a zero tolerance towards bullying behaviour.

### Response

Early identification of bullying behaviours is vital if schools are to be most effective in managing bullying. It is important that schools respond in a timely fashion when issues are identified as it is understood that those

who are engaged in bullying and are bullied can experience long term effects.

Targeted early intervention strategies we encourage include:

- Students to be encouraged to report bullying incidents involving themselves or others
- Teachers to regularly remind students to report incidents. Students to be reminded that reporting is not dobbing
- Parents to be encouraged to contact the school if they become aware of a problem
- Students recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs
- Executive staff alerted to incidents of bullying
- When appropriate, bully incidents recorded in the school's behaviour monitoring system RISC
- At our School we will continue to provide relevant personal development
- Programs to target bullying and develop students' self-esteem.
- For example;
  - Peer/social skills program with a focus on anti-bullying
  - SRC
  - Child protection
  - Drug education
  - Buddy classes
  - Learning Support Team
  - Referral to School Counsellor and other consultants, eg Itinerant Support
  - Anti-bullying posters displayed in all rooms
  - Possible relevant performances with targeted messages to students, eg anti-bullying, developing self esteem



Children are encouraged to:

1. Ignore first
2. Say "Please stop. I don't like it when you ..."
3. Say 'Please stop or I will tell the teacher.'
4. You go and tell the teacher.

**Bullying** is intentional and repeated behaviour by a student or students towards another person. This causes distress, hurt and pressure. Bullying involves the use of power by one student over another.

Some examples of bullying might include repeated examples of:

#### **VERBAL PHYSICAL SOCIAL PSYCHOLOGICAL**

- name calling
- teasing
- threats
- insults
- hitting
- punching
- tripping
- kicking
- rude gestures
- ignoring
- excluding
- spreading rumours
- malicious SMS
- malicious email

#### **What to do if I am being bullied**

- Tell the person you do not like what they are doing to you
- Do not retaliate - Try to stay calm
- Tell the teacher and your parents straight away

#### **What to do if I see others being bullied**

- Tell a teacher what is going on

## **INDIVIDUAL STRATEGIES**

### **PROCEDURE WHEN PROVIDING SUPPORT FOR VICTIMISED STUDENTS**

When talking to the victim of bullying it is important the teacher uses language that will let the student identify the problem behaviour that is occurring and strategies that they could use to combat the behaviour and develop positive strategies to deal with it.

#### **TALKING TO THE VICTIM OF BULLYING**

1. Believe them “This is important to you” “Thank you for telling me”  
“You have done the right thing in telling me”
2. Determine Feelings “How did you feel?”“ How do you feel now?”  
“It sounds like you feel...”
3. Time Line Episodes “Let’s take one specific, recent situation.”  
“Let me try to understand what happened.”
4. Introduce Concept of “Let’s try to see what happens in terms of a cycle which is self-perpetuating.”
5. ‘Vicious Cycle’ “You are not to blame for the cycle but there may be something you can do to break the cycle.”
6. Behavioural Rehearsal “What can you say and do which would be different and which would break the vicious cycle?”  
“Let us rehearse that now.”
7. Assertiveness Training “Practice ‘I’ statements.”
8. Praise, Encouragement “This is fantastic – the new insights you have made.” and Goal Setting “In the next few days you could experiment with your new skills.”  
“How much energy do you need to put into this?”

## STRATEGIES FOR BULLIES

The bully needs to be able to identify bullying behaviours. He/she needs to be aware of why his/her actions are not acceptable and take responsibility for their action. (see Steps when Talking to Victims)

Bullies need to be able to establish a course of action that may resolve the problem with the victim.

Determine Feelings “Do you see how your words/actions have made \_\_\_\_\_ feel?”

“Would you like this to happen to your brother/sister/good friend?”

Time Line Episodes “This behaviour is going to stop now. I will talk to you again in two days.”

### Additional Information

Kids Helpline <http://www.kidshelp.com.au/> 1800 551800

Websites:

Cybersmart

Bullying No Way

Bullying Among Young Children: A guide for parents

Let's fight it together, (Bullying and Cyber safety)

### ***Principal's comment***

This anti-bullying plan has been developed in consultation with staff, students, parents and community members. All members of our School contribute to preventing bullying by modeling and promoting appropriate and respectful relationships.

A major priority for schools is the care and safety of students. Students learn best in environments in which they feel safe and confident. Every student has the right to expect that they will spend

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the day both in and out of the classroom free from bullying. Conversely, students have the responsibility to behave in a way that does not interfere with this right. The expectation is that students will not participate in violence, discrimination, harassment or intimidation. This plan is underpinned by the school's Anti-bullying Policy and Positive Behaviour Policy as well as our Core Values.

Early intervention is often the key to a successful resolution.

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