



Education &
Communities

7th November, 2019

Anti-bullying Plan

Most recent review: November, 2019
Next review date: November, 2020





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.

Consultation

Consultation with staff and parents/carers occurred at the beginning of 2019. Consultation will occur again at the beginning of 2020.

Statement of purpose

Blakehurst Public School values and promotes respectful relationships across the school community and is also a Positive Behaviour for Learning (PBL) school. The school rejects all forms of violence including all forms of bullying, harassment and intimidation which interfere with teaching, learning and the wellbeing of students and staff.

Blakehurst Public School believes we must play a pivotal role in challenging and managing unwanted and damaging behaviours utilising a range of strategies as outlined in this plan to ensure that students and staff can focus on their core purpose of teaching and learning.

The active promotion of positive behavior, personal responsibility, mutual respect and valuing of difference are key bullying prevention strategies at this school.

The school actively denounces bystander behavior and encourages active participation of all members of the community to reject all forms of bullying and harassment.

Protection

The school community understands bullying to be intentional, purposeful, repeated behavior by an individual or group of individuals which causes distress, hurt or undue pressure. It involves the abuse of power in relationships and may include:

Physical: Hitting, punching, kicking, scratching, tripping, branding, spitting.

Verbal: Name Calling, teasing, putdowns, sarcasm or vilification due to a person's race, gender or beliefs.

Social: Ignoring, excluding, ostracising, alienating, spreading rumours, hiding or damaging property.

Cyber bullying: Bullying through information and communication technologies including malicious use of SMS, emails, social media, and camera phones.

Shared responsibility

The school will regularly reinforce the message that bullying thrives in an environment of silence and 'no telling' and that we all have a role to play to eradicate this behavior.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and harmonious environment free from all forms of bullying, including cyberbullying.

It is critical that everyone understands that reporting bullying is not 'dobbing' but asserting their right to feel safe and happy while at school and travelling to and from school.

Roles and Responsibilities

Students	Parents and Caregivers
<ul style="list-style-type: none"> • Tell someone who can help • Don't fight back. It just gets you in trouble. • Be firm and strong, even if you don't feel it. Look directly into the eyes of the person attempting to bully you and stand up tall. Speak in a firm, clear voice and say loudly "Stop that, I don't like it!" • Go directly to your teacher (or the teacher on playground duty if you are in the playground), the Assistant Principals or the Principal, if the attempts to bully you don't stop and report what happened. • If your peers or friends are bullying other students, tell them to stop immediately and help them to make the right decisions. If this strategy is not effective, go immediately and report your concerns to a teacher. • Avoid students who are 'bullying' you. Never find yourself alone with them. Stay in sight of your friends and the teacher. • Ignore students who are 'bullying' you. Pretend you didn't hear the comment. • Play with friendly children. 	<p><u><i>If your child is being bullied:</i></u></p> <ul style="list-style-type: none"> • Listen carefully to your child. • Assure your child that it is not his/her fault. • Encourage positive self-esteem. • Stay calm. • Get accurate details. • Give your child some strategies to cope. Practise these strategies with them. • Help your child to be proud of his/her uniqueness. • Seek assistance from the class teacher. • If the problem continues, seek support from the Principal. <p><u><i>You can help your child by:</i></u></p> <ul style="list-style-type: none"> • Watching for signs of distress. • Discussing the Anti-Bullying Plan with your child. • Advising your child to tell a staff member. • Informing your child's class teacher of suspected bullying. • Attending interviews at school.
Staff	
<p><u><i>You are expected to :</i></u></p> <ul style="list-style-type: none"> • Be role models in words and actions. Remain calm and professional • Listen to students. • Be observant of signs of distress or suspected incidents of bullying. • Encourage students to ask for help when needed. • Follow all school level procedures (aligned to DoE Policy) in regards to identifying, responding to ,and working with students where incidents of bullying have occurred. • Follow up quickly on complaints of bullying, harassment and intimidation. • Communicate with parents, strategies that promote appropriate behavior and their role in resolving incidents involving their children. • Explicitly teach the school rules and the school's expectations on an ongoing basis through the curriculum and incidentally as appropriate. • Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders and observers. • Help students understand how to recognise bullying behaviours. • Ensure students feel safe and valued in the classroom. • Encourage students to report bullying incidents. • Maintain accurate recording of incidents • Seek advice and guidance form supervisors and the Principal as required. • Keep parents informed. • Make a referral to the Learning Support Team if appropriate. 	<p><u><i>If your child is bullying others:</i></u></p> <ul style="list-style-type: none"> • Initially you may be defensive and unbelieving. This is natural. • Find out all the facts from the school. Telephoning other parents is inappropriate and may cause a lot of unnecessary concern and further problems. • Talk to your child but do not blame. • Emphasise that bullying is not acceptable in your family. • Role play alternate behaviours. • Seek assistance from school or health professionals (as required). • Be specific and consistent about consequences for continuing unacceptable behaviour. • Reward appropriate non-bullying behaviour.

Strategies and practices to promote positive student behavior, including specific strategies to maintain a climate of respect and prevention of bullying

The school believes that when students are respected and valued, when they are actively engaged in decision making and experience learning success, this promotes positive behavior and maintains a climate of mutual respect. Positive discipline is an essential component of this school's Behaviour Management Plan. All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect include:

- The provision of appropriate curriculum to meet the needs of each student, ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant.
- The provision of Personalised Learning Plans (PLaSPs) for students with additional learning needs which provide access to all Key Learning Areas (KLAs) through modified learning activities and resources and address the behavioural/emotional, social, health and other needs of students.
- The provision of ongoing opportunities for students to be able to participate in decision making.
- The utilisation of a whole school approach in managing student behavior, including using a common language and common rules.
- Supporting and encouraging students to take personal responsibility for their own learning and behavior, achieving success in a well-managed teaching and learning environment and resulting in students feeling valued as learners.
- The provision of frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.
- The consistent use of strong and evidence-based behaviour management techniques such as:
 - ✓ Providing simple directions
 - ✓ Expecting students to comply with and follow directions (using the language of expectation/compliance)
 - ✓ Following up on behaviour incidents with 24 hours
 - ✓ Staff modelling of pro social behaviours
 - ✓ Discussion with parents of their roles and responsibilities in managing student behaviour in partnership with the school
 - ✓ Clear and explicit structures and routines
 - ✓ Acknowledging positive student behaviours
 - ✓ The provision of a multi-disciplinary approach to support programs, including counselling and remediation
 - ✓ Collaborative consultation between staff, caregivers, home schools and other agencies in the development of individual education, integration, transition and other programs
 - ✓ Providing regular opportunities for students to provide feedback about the school and recommendations to make improvements
 - ✓ Having a plan for managing inappropriate behaviours
 - ✓ Collaborative consultation between staff, caregivers and other agencies in the ongoing management of student behavior

- ✓ Ensuring there are meaningful opportunities for students to experience success
- ✓ Articulating a clear sense of purpose for learning activities
- ✓ The provision of appropriate support to ensure that all students reach their full potential
- ✓ Providing quality feedback to students to enable them to have greater agency in their own learning
- ✓ A well-ordered and structured environment in which individuals value difference and demonstrate respect for themselves and property
- ✓ The application of the whole school discipline code
- ✓ The explicit and systematic teaching of pro social skills and behaviours
- ✓ The provision of integrated programs which develop competencies in self-reflection, communication, conflict resolution and stress management
- ✓ An emphasis on reparation, restoration and restitution as opposed to punishment
- ✓ The integration of the principles of equity and social justice into the policies, procedures and daily practices of the school
- ✓ The rejection of all violence, including racism, discrimination, bullying and harassment

Outcomes

- Students will be engaged with their educational programs
- Students will have a sense of ownership and control over their own learning
- Students will value learning and feel valued as learners
- Students will experience meaningful success
- Students will feel safe
- Students will respect themselves, their peers, their families, property and their community

Early Intervention Strategies

When students are identified as being at risk of bullying or being bullied and/or have a history of bullying and being bullied, the school will develop and implement a case management plan which will include:

- Identifying, understanding and assessing relevant data (type of bullying, frequency, location)
- Seeking information and guidance from the student's previous school
- Involving the student and the parents
- Utilising the Learning Support Team and specialist services such as the school counselor, and/or external service providers

Response

Students and their families can confidently expect that all reports of bullying will be investigated (within 24 hours) in line with procedural fairness and will be dealt with according to the nature, frequency and intensity in line with the school's Wellbeing and Discipline Procedures. Procedures for reporting bullying in the school will be included in the school's newsletter at the beginning of each term. An information session will be offered to parents at the beginning of each year and at Kindergarten orientation to communicate the school's understanding of and position on bullying and harassment.

The School Anti-Bullying Plan will be published on the school website. In the event that bullying involves serious physical and/or psychological injury necessitating medical attention, the school will advise the DoE School Safety and Response Unit and the Director Public Schools, NSW. In the most extreme cases the school will call the police and the DoE Media Unit where there is a high likelihood of media involvement.

Principals' comment

As the Principal of Blakehurst Public School, I am committed to working collaboratively with staff, students and the community to strengthen a learning environment which promotes respectful relationships so students, staff and the community are able to focus on the learning and wellbeing of all.

Cameron Smyth-Gapps
Principal
January 29th, 2020



