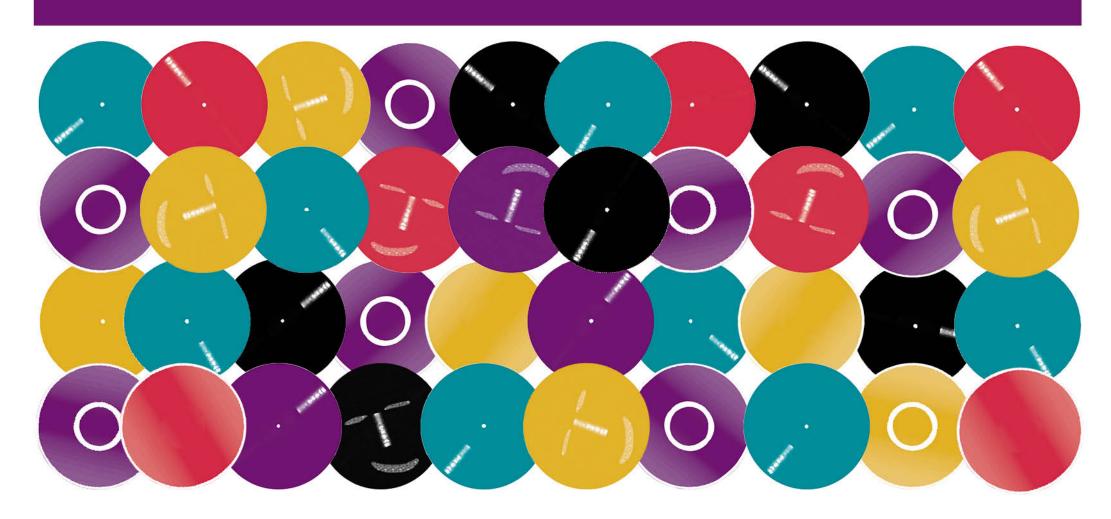# Anti-bullying Plan

**Clergate Public School     Annual School Report for 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 Annual Report

Our school anti-bullying 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 comply with the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* schools are required to report annually to their school community on the effectiveness of their anti-bullying plan.

## Statement of purpose

This plan was initially developed in collaboration with parents of the Clergate Public School community. Parents were invited to view a draft version of the plan posted on the school website, SchoolStream or pick up a hardcopy from school. They could then provide written feedback over a four week period on its content either by dropping it off at school or by email to the Principal. Students from Years 3 to 6 were also consulted on key elements of the plan before it was finalised through an online survey. At the end of the four week consultation period, the plan was presented by the Principal at a regular P&C meeting on 14 June 2016. The plan will be implemented from Term 4 2016 and evaluated on an ongoing basis and formally reviewed at least once every three years.

## Protection

Clergate Public School rejects all forms of bullying. We value respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through our strong welfare programs and policies. We expect students to be respectful, responsible achievers. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, caregivers and members of the wider school community.

## What is 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 students.

Bullying behaviour can be:

- **verbal –** eg name calling, teasing, abuse, put-downs, sarcasm, insults, threats

- **physical –** eg touching, hitting, punching, kicking, scratching, tripping, spitting. (Conflicts or fights between equals or single incidents are not defined as bullying.)

- **social –** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures

- **psychological –** eg spreading rumours, dirty looks, hiding, interfering with or damaging possessions, threatening or extorting in relation to money, school work, possessions or safety

- **technological (cyberbullying) –** eg abuse on social media, malicious SMS, voice, email, or chat messages, taking and sharing photos of others without their permission

(Cyberbullying refers to bullying through information and communication technologies, using, but not limited to, SMS, pictures, sounds, video, emails, instant messaging, chat, and other forms of social media, such as Facebook, Snapchat, Twitter and Instagram.)

The effect of bullying is such that it:

- Devalues, isolates and frightens

- Affects an individual's ability to achieve

- Has negative mental health and wellbeing impacts on individuals engaging in bullying behaviour, individuals who are the subjects of bullying behaviour, and onlookers or bystanders.

- Can lead to anxiety, depression, and suicide

   Conflict or fights between equals or single incidents are not defined as bullying. These incidents will be dealt with according to the BPHS Welfare and Discipline Policy

## Approach to bullying at Clergate Public School

Bullying behaviour is not accepted at Clergate Public School (CPS). The school will adopt a four-phase approach to bullying:

1.  **Protection:**

   CPS has a clear Anti-Bullying Plan, developed in consultation with staff, students, and parents. All stakeholders have a shared responsibility in protecting students from bullying. CPS has a whole-school emphasis on developing a positive learning environment, characterised by respect, through the School Value System. Students

are further supported, through welfare programs (such as KidsMatter, Hi-5), to develop resilience and positive mental health and wellbeing.

2.  **Prevention:**

   CPS provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour. Prevention programs are delivered as part of the curriculum across KLAs and to students through student welfare programs.

3.  **Early intervention:**

   CPS implements strategies and programs for students who are identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying, or engaged in bullying behaviour.

4.  **Response**

   CPS has a clear plan to respond to incidents of bullying. The Anti-Bullying Plan empowers the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Welfare and discipline strategies will be implemented as part of this plan.

### A shared approach to dealing with bullying

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.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships. We all have a responsibility and a right to:

- Feel safe and happy
- Help others feel safe & happy
- Treat everyone as a worthwhile person
- Report bullying and bullies

**Staff responsibilities:**

- respect and support students
- model and promote appropriate behaviour
- support students to become resilient
- have knowledge of school and departmental policies relating to bullying behaviour
- communicate the school policy and Anti-Bullying Plan to students, including definitions and repercussions of bullying
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan
- ensure open lines of communication between home and school to respond to bullying situations if they arise.

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, including digital safety.
- be aware of where anti-bullying messages are taught in the curriculum
- identify signs of bullying in all school environments

**Student responsibilities:**

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- have a clear understanding of the different forms of bullying. i.e. psychological, cyber and physical
- follow the school Anti-bullying Plan. This includes being aware of the consequences associated with bullying
- behave as responsible bystanders – bystanders are the most powerful participants in bullying incidents. It is imperative that bystanders make it clear to the bully that his/her behaviour is unacceptable, support the target of bullying, and report the bullying incident to the school
- report incidents of bullying according to the school Anti-Bullying Plan.

**Parent and caregiver responsibilities:**

- support their children to become responsible citizens and to develop responsible on-line 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
- support their children to become resilient – confident to report bullying and overcome challenges they face
- report incidents of school-related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

## Action Plan

Each fortnight the students are taught a value and complete activities around it. All students are expected to behave in a socially acceptable manner. The Department of Education and Communities Behaviour Code for Students is in place to reinforce the values of our society and community. Children who do not conform to these parameters face consequences and if deemed necessary parents will be called and involved in the restorative process.

At Clergate Public School we aim to promote the wellbeing of all students through the following strategies:

- Our school rules prohibit any form of bullying.

- Staff are trained in identification and are aware of the signs of bullying and the school procedures for dealing with it.

  Programs are developed and modified regularly to ensure that the school maintains a positive climate of respectful relationships where bullying is less likely to occur. Anti-bullying messages are embedded into curriculum in each stage of learning. Early intervention support is a focus.

- Students are taught strategies for dealing with bullies and bullying through social skills, personal development lessons, values education e.g. fortnightly values, Hi-5, National Day of Action- Bullying, No Way!, Harmony Day.

- Parents are informed of the school's Anti-bullying plan and procedures. Clear procedures are in place for reporting to the

school, child wellbeing unit or community services where appropriate.

- All members of the Clergate Public School community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

## Response

### Reporting Bullying

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 on SENTRAL by teaching staff. Consequences for the individuals of clearly substantiated bullying behaviour will also be imposed.

### Responding to Reported incidents of Bullying

## Consequence

Students are aware that if they bully someone, one or more of the following will occur:

- they will talk to teachers or the Principal and record their behavior on a notification sheet

- their parents will be informed

- they may be removed from the classroom/playground

- they may lose privileges, such as participating in special activities, representing the school etc.

- they will need to offer apologies

- they may lose their own time

- they may be suspended.

- they will need to show that they are able to treat others properly before their privileges are restored.

- Bullies and victims are offered support and counselling.

## Additional Information

http://bullyingnoway.gov.au/

http://www.ncab.org.au/

http://friendlyschools.com.au/fsp/

www.bullying.org

www.kidshelp.com.au

www.schools.nsw.edu.au/news/technology/index.php

http://www.schoolatoz.nsw.edu.au/wellbeing/behaviour

https://www.kidsmatter.edu.au/

http://www.harmony.gov.au/

https://www.det.nsw.edu.au/policies/student_serv/discipline/susp_expul/leaflet_1.pdf

## Principal's comment

This plan has been developed in collaboration with school and community members.  The team included:

Natalie Philpott, Principal

Lauren Swiatkiwsky, Teacher

Michelle Jackson, Teacher

Genise Flynn, Teacher

James MacDonald, Teacher

Wellbeing team

P&C members

Parent body

Students

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