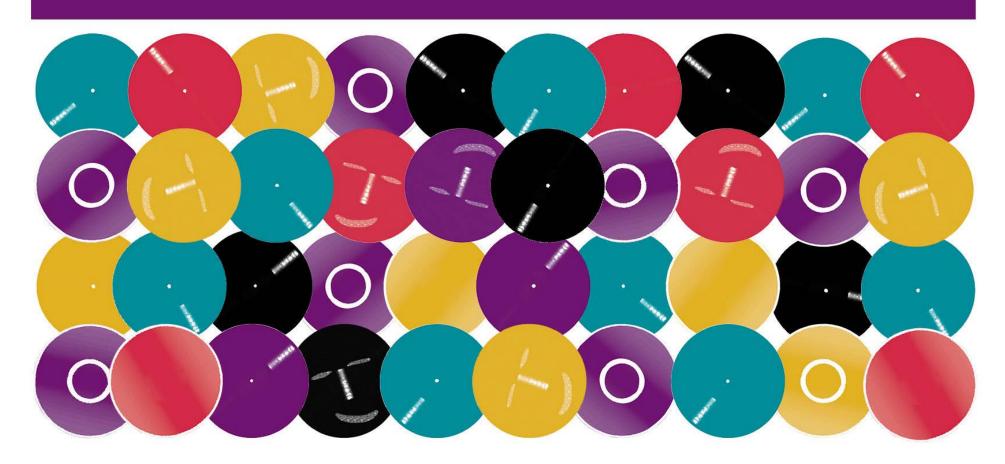# Anti-bullying Plan
Wakehurst Public School

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.

Wakehurst PS 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 collaboratively discussed, planned and written by the Wakehurst Public School Strategic Direction 3 Team. The committee consists of a representative from each stage as well as RFF teachers.

A vital part of this policy development is consultation with key stakeholders. These stakeholders include the principal, school counsellor, a parent representative and members of the Student Representative Council.

All teachers are responsible for implementing the plan each year. The school executive, teachers and parents will evaluate the plan throughout the year. The principal and nominated representatives will be responsible for reviewing the plan every 3 years. Current review date is November 2020.

Statement of purpose

At Wakehurst Public School we promote positive relationships that respect and accept individual differences and diversity within the whole school community. We actively work together with the community to foster a safe, supportive learning/working environment where bullying is not tolerated. Positive relationships are promoted and maintained through effective classroom and playground behaviour management programs and initiatives.

This plan aims to address all forms of bullying that may occur in the school environment by providing and communicating positive strategies for preventing, reporting and managing all forms of interactions that are not acceptable.

As part of our school's Behaviour Code, our Anti-Bullying Plan aims to deal effectively with and prevent incidences of bullying through the provision of positive prevention strategies, support for reporting and managing all forms of interactions that are not acceptable in the school environment.

Through these measures we aim to achieve:

- an increase in the number of students who report bullying behaviour
- a reduction in the number of incidents involving bullying behaviour
- better performance in school work.

Definition

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.

Cyberbullying 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 for any reason can have long term effects on those involved, including bystanders.

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

Types of Bullying Behaviour

At Wakehurst the following types of behaviour are considered to be bullying:

Physical: e.g. hitting/punching, kicking, pushing/shoving, scratching, tripping, spitting, throwing objects, intimidation (making someone do something they don't want to do), and taking, hiding or damaging something that belongs to someone else.

Verbal: e.g. name calling, teasing, taunting, abuse, swearing, insults, using put-downs, sarcasm/ridiculing (making fun of) and threats.

Social: e.g. ignoring, excluding others, alienating, put-downs and using inappropriate/threatening looks and gestures.

Psychological: e.g. spreading rumours, dirty looks, hiding or damaging possessions and stalking.

Cyber (Online Bullying): e.g. verbal, social and psychological bullying through the use of technology (such as emails, blogs, websites), sending malicious SMS and email messages, and inappropriate use of camera phones.

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 wider community.

Bullying behaviour typically contains seven elements.
1. An initial desire to hurt.
2. Bullying desire is acted out and some form of bullying is perpetrated.
3. The behaviour is hurtful.
4. There is an imbalance of power - the bullying behaviour is stronger and more powerful than the victim's behaviour, either physically or psychologically.
5. There is no justification for the action - i.e. the victim has done nothing to deserve such treatment.
6. It is persistent and repeated.
7. The person bullying derives enjoyment from hurting the victim.

All staff are responsible for:
- modelling appropriate behaviours at all times
- teaching students skills and strategies to deal with bullying as per the strategies outlined in this plan
- providing curriculum that supports students to develop an understanding of bullying and its impact
- dealing with all reported and observed incidences of bullying as set out in this plan, the school's student welfare procedures and Positive Behaviour for Learning (PBL) matrix of expectations
- ensuring that students are supervised at all times
- reporting incidences of bullying to the Stage Supervisor or Principal consistent with student welfare reporting procedures
- creating a culture where it is acceptable and encouraged to report incidents.

All students are responsible for:
- being assertive - telling the 'bully' that they don't like the bullying behaviour, how it makes them feel and how they must tell a teacher about it if the person continues
- telling a teacher or Stage Supervisor if the bullying behaviour continues

- reporting if they are being bullied or if they see someone else being bullied-both at school, school events or on the way to and from school
- reporting any cyber-bullying to their teacher or Principal (retaining any emails and making note of any websites)
- helping someone who is being bullied
- not bullying others

All parents/caregivers are responsible for:
- watching for signs their child may be being bullied
- speaking with someone on the staff (either the class teacher, stage supervisor or principal) at Wakehurst Public School if they suspect their child is being bullied
- instructing their children to 'tell' if they are bullied
- modelling appropriate responsible, respectful behaviour
- supporting their children to become responsible citizens and to develop responsible, respectful on-line behavior

Our school community will uphold our school values of safe, respectful behaviour and maintain a climate of respectful relationships where bullying is less likely to occur.

Prevention

Students will be taught strategies about how to deal with bullying. The students will be responsible for reporting incidents of bullying. Parents will be informed about what bullying involves so that they are able to identify if their child has been bullied. Parents will be encouraged to support their child to confidentially report unacceptable behaviour to their classroom teacher or Stage Supervisor. Teachers will refer to the Anti-Bullying Plan to deal with all incidents of bullying.

Teachers will empower all students so that they feel safe in their school environment. Education will be ongoing so that all members of Wakehurst Public School are aware of what bullying is and what the consequences are of bullying behaviour. Students will be less likely to bully as they are aware of the impact of their bullying on other students and they will also be aware of the consequences that may occur.

External performers will be sourced to deliver and reinforce consistent anti-bullying messages and to demonstrate strategies children can use. The school Bounce Back Program, Positive Behaviour for Learning Program and Personal Development Health and Physical Education syllabus also reinforce consistent anti-bullying messages.

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

Should students be identified as being at risk of bullying or developing long- term difficulties with social relationships or as using bullying behaviour, strategies to deal with this are to be implemented.

Strategies the school may implement for these students include:

- referral to the Learning and Support Team including counselling services and referrals to external support
- implementation of specific social skills and values activities and programs promoting positive self-image and self-worth
- implementation of specific emotional-social teaching and learning programs to assist development of self-awareness and self-management capabilities
- implementation of specific emotional-social teaching and learning programs to assist development of social awareness and social management capabilities
- implementation of specific programs to assist with friendship development
- use of social stories and role play situations
- identification of student strengths and celebration of success
- development of an individual action plan on how to manage situations
- all classes having a buddy class from a different stage to promote cross school relationships – these classes will participate in a range of experiences together each term promoting positive relationships and looking at ways to understand strategies that can assist them.

Response

The strategies that Wakehurst Public School will implement to empower the whole school community to recognise and respond appropriately to bullying are as follows:
- Teachers will explicitly teach strategies to deal with bullying
- Teachers and Stage Supervisors will reinforce strategies at assemblies and will explicitly talk about the role of the bully, the victim, the bystander and upstander.
- Resources will be ordered (such as picture books) to reinforce anti-bullying messages K-6.

Procedures for dealing with incidents of bullying at Wakehurst Public School are outlined below. Teachers will use their professional judgement in dealing with individual cases.

Students are actively listened to by the classroom teacher/teacher on duty/Stage Supervisor and the teacher dealing with the behaviour refers back to the school's definition of bullying to determine if it is bullying.

1. The teacher confidentially documents the event and asks all students involved to document their experience. This is to be documented using the school's online behaviour reporting program, which is maintained by the Stage Supervisor.
2. Should the incident occur under the supervision of the classroom teacher, they will address the issue as a whole class, in a small group or individually as the teacher sees fit to do so. If the incident has occurred in the playground and has been referred to the Stage Supervisor – they are then responsible for addressing the issue.
3. The teacher then discusses the incident with their Stage Supervisor who will decide the outcome for the student in line with the school's behaviour management flowchart e.g. consequences for the behaviour. The supervisor will need to enter the information electronically using the school's online behaviour reporting program.
4. Parents of the students involved are informed by the class teacher or Stage Supervisor of the incident. Parents of bystanders will be called if deemed appropriate by the teacher.
5. Repeat offenders are referred to the Learning Support Team, Stage Supervisor and Principal for follow up.

All incidents of bullying behaviour will be dealt with as promptly as possible keeping in mind the witnesses need to be at school.

Students should be proactive and responsible for deciding what action to take. Students will be continually educated and informed regarding appropriate strategies to assist them with dealing with bullying behaviour. Students are empowered to take action to protect themselves. Students are not encouraged to retaliate with bullying behaviour. Students are encouraged to not show fear, as the bully is no longer rewarded and the bullying may stop.

- **Step 1:** Ignore it. Show that it does not upset you. The bully is then not rewarded and the bullying may stop. *If it does not stop:*
- **Step 2:** Talk to the person bullying you. Tell them to stop. *If it still does not stop:*
- **Step 3:** Talk it over openly with trusted adults (i.e. mentor, class teacher or parent). They can help you decide what to do. *If the bullying still does not stop:*
- **Step 4:** Refer to school executive (Stage Supervisor or Principal)

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

The strategies and programs the school will implement to support students are:
- Anti-bullying and resilience strategies through the school's Bounce Back Program, Circle Time and through the Personal Development Health and Physical Education syllabus
- Buddy classes
- Referral to the Learning Support Team
- Positive Behaviour for Engaging Learning (PBL) program.

The school will provide regular updates on updates to the Anti-bullying Plan to parents and carers through the school newsletter, Meet the Teacher Evenings, P&C meetings and interviews with individual parents.

Parents should:
- encourage their child to adopt learnt strategies to deal with bullying behaviour
- encourage their child to immediately talk to a trusted adult (parent, mentor or staff member) when subject to bullying behaviour
- inform the school of incidents of bullying
- work with the school in addressing and managing the problem
- provide feedback on the effectiveness of strategies implemented.

Response to Cyberbullying

School staff should:
- 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
- implement the Department of Education Suspension and Expulsion Procedures (if required) at the discretion of the principal
- follow up post incident to ensure adopted strategies have been effective and review if necessary until behaviour is acceptable for all parties involved.

Students should:
- immediately inform a trusted adult (mentor, teacher, parent, older sibling or grandparent)
- 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 police (screen captures, bully's screen name, text and images)
- keep parents/staff informed of any further messages from the bully.

Parents should:
- monitor their child's use of technology, including their child's use of any social media sites and messaging services
- keep evidence of any bullying (see students' responsibilities)
- 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 chat services are involved) or internet service provider, as most have measures to assist with tracking or blocking the bully
- report to police, especially if the bullying includes physical threats.

The Principal and Stage Supervisors will be responsible for reporting incidents involving assaults, threats, intimidation or harassment to the police and/or to the Child Wellbeing Unit or Community Services where appropriate.

Refer to the School Community and Consumer Complaint Procedure to deal with appeals.

All incidents of bullying will be recorded on ebs4 (our online school database).

Stage Supervisors will be responsible for reviewing the data that will highlight continued offenders or any other patterns that become visible.

The school will promote and publicise the Anti-Bullying Plan via the school's website and newsletter.

The effectiveness of the plan will be reviewed through the Annual School Report using school surveys, feedback or records of incidents and observations. The Anti-Bullying committee will review the Anti-Bullying Plan every three years.

Additional Information

Dee Why Police – Youth Liaison Officer – 9971 3399

There are a number of useful website that may be of interest to you.

DoE Anti-bullying website:	https://antibullying.nsw.gov.au
Bullying No Way!	www.bullyingnoway.gov.au
Office of the e-safety Commissioner:	www.cybersmart.gov.au
National Centre Against Bullying:	www.ncab.org.au
Kids Help Line:	https://kidshelpline.com.au
Safe Schools Hub:	http://safeschoolshub.edu.au

Principal's comment

This plan has been developed through consultation with a number of key stakeholders in our school community. Our aim was to make the plan easily understood and to provide links to websites that teachers, parents and students can access to provide further clarification. Do not hesitate to ask for help if you are unsure of how to report or support a child you believe is subject to bullying behaviour. Early intervention is often the key to a successful resolution.

Committee Members

Caroline Desmond	Principal
Trish Fox	Assistant Principal
Stephanie Jeffress	Relieving Assistant Principal
Cat Martin	School Counsellor
Sarah Burns	Parent Representative
Student Representative Council Members (SRC)	
	Years 4-6 Semester 2, 2017

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Updated November 2017