

Anti-bullying Plan

Grenfell Public School - Reviewed Term 1 2019. Next Review – Term 1 2022





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** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** e.g. 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.

Statement of purpose

This plan aims to address all forms of bullying that may occur in the school environment, including verbal, physical, psychological and cyber-bullying. The plan aims to provide positive strategies for preventing, reporting and managing all forms of interactions that are not acceptable in the school environment and is based on current research from the NSW Department of Education Centre for Education, Statistics and Evaluation review – ‘*Anti-bullying interventions in school – what works?*’ July 2017.

Protection

Grenfell Public School is committed to creating a safe and caring environment in which all students can achieve success, both socially and academically. As a school community, we do not tolerate bullying. Any bullying incident, which comes to the attention of students and staff, will be dealt with according to the procedures outlined below. Managing the incident swiftly and consistently enforces our zero tolerance of such behaviours within the school and promotes a safe learning environment for students, staff and community members.

Prevention

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 and intimidation
- to be involved in the collaborative development and regular review of the school Anti-bullying Plan
- to know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support if bullying occurs.

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 if they occur.

What Grenfell Public School does to prevent Bullying;

- Staff, students and parents will all have a clear understanding of what “bullying” behaviour is – that is; repeated verbal, physical, social or psychological behaviour that is harmful and involves a misuse of power by an individual group towards one or more persons.
 - There is a whole school approach to anti-bullying measures within the school, which aligns with the school-wide Positive Behaviour for Learning (PBL) processes.

This approach ensures staff consistently follow the procedures outlined (see 'Response' section – pg. 3), when responding to incidents of bullying.

- Behaviour data will be collected and analysed during fortnightly Positive Behaviour for Learning (PBL) meetings to identify any incidents of potential bullying, as well as where and when these are occurring in the playground, in the classroom or online. This data will inform staff about 'hot-spots' or areas in the school requiring additional supervision.
- Parents are informed of the school's Anti-bullying Plan and procedures. The Anti-bullying Plan is published on the school's website and the school community is regularly informed of the school's anti-bullying prevention and response procedures via the weekly newsletter.
- The school promotes a culture of reporting incidents of bullying. This is done through anti-bullying programs taught as part of the PDHPE curriculum. 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. Students will be encouraged to report bullying incidents involving themselves or others to teachers and be reminded that reporting bullying is not 'dobbing'
- Students will be verbally recognised for positive behaviours as well as through awards and more formal recognition using the PBL processes ('tokens', PBL shopping, special celebrations, awards)
- Teachers will participate in ongoing professional learning in behaviour management, including regular PBL reload training
- All members of the Grenfell Public School community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

(Reference: 'Anti-bullying interventions in schools – what works?' – NSW Department of Education Centre for Education Statistics and Evaluation July 2017)

What Grenfell Public School does to respond to Bullying;

Teachers will;

When a student or parent reports an incident of bullying, staff will firstly investigate to see if the behaviour is:

- repeated AND
- targeted AND
- involves a misuse of power

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

When investigating a report of bullying staff will:

- speak with the student who has been bullied, the student/s accused of bullying and any bystanders who may have witnessed the incident within 48 hours of the report being made
- record all information on EBS Central and refer to an Executive if behaviour indicates that bullying has occurred

If Bullying has been identified by the Executive, the following **Direct Sanctions** will occur for the **student who bullies**:

- Student will meet with an Executive staff member to discuss their behaviour
- Parents or carers will be informed by Executive.
- The concept of **restorative practice** will be discussed with the parent/carer. This is where the student responsible for the bullying attends a meeting with the student being bullied. The student being bullied describes how they have been affected and the student responsible for bullying describes

what they were thinking at the time and what they think now. The student responsible for bullying is asked what should be done next, with the expectation that they will act 'restoratively' (such as offer an apology), build empathy and work towards building a positive relationship with the student being bullied, so that the bullying stops. Restorative practice will only be initiated with parental consent from both sides.

If the behaviour **reoccurs** after the initial investigation and meeting;

- Student will meet with their parents and the Principal
- Student may be removed from the classroom and/or playground for a period of time determined by the Principal
- Student will lose privileges, such as participating in special activities, representing the school etc. as determined by the Principal
- Student will need to show that they are able to treat others with respect before privileges are restored
- Student will participate in wellbeing and/or social skills program under the direction of Learning and Support staff
- Student may be suspended

If Bullying has been identified the following will occur for the **student who has been bullied**;

- Student will meet with an Executive staff member who will inform them of what steps are being taken to ensure their safety and wellbeing
- Parents or carers will be informed by Executive
- The concept of **restorative practice** will be discussed with the parent/carer. This is where the student responsible for the bullying attends a meeting with the student being bullied. The student being bullied describes how they have been affected and the student responsible for bullying describes what they were thinking at the time and what they think now. The student responsible for bullying is asked what should be

done next, with the expectation that they will act 'restoratively', (such as offer an apology), build empathy and work towards building a positive relationship with the student being bullied, so that the bullying stops. Restorative practice will only be initiated with parental consent from both sides.

Parents/Caregivers will;

- Listen and talk to your child to find out what has happened – ask questions such as who, when, where and reassure your child that they are not to blame
 - Ask your child what they want to do and what they want you to do. It is important that you help your child to find their own solution as this will help them feel that they have some control over the situation. Discuss and practice strategies to respond to bullying. The strategies below may be useful if your child feels safe using these ideas;
 - *Ignoring the person doing the bullying.*
 - *Telling them to stop and then walking away.*
 - *Pretending you don't care; act unimpressed or not bothered.*
 - *Moving to somewhere safe.*
- Practice with your child at home, so they can use the strategies in situations they find difficult. Give feedback on whether they are getting their message across assertively. Practicing at home can help your child feel more confident about trying the strategies at school.
- Your child may be reluctant for you to speak to school staff. Discuss the idea and reassure them that the school would want to know and is able to help.
 - Make an appointment to meet with your child's teacher and, if you need to, ask to talk with the principal.
 - Contact the school immediately if you have a concern about your child's safety.

- Work with the school to address the problem
- Arrange a follow up meeting

(Reference - antibullying.nsw.gov.au)

The Anti-bullying plan is available on the school's website and will be reviewed every three years by the Staff, Parent and Community representatives and students. The effectiveness of the plan will be reviewed annually using school/ Tell Them From Me Surveys, feedback, records of incidents and observations.

Additional Information

The following support personnel are available to help the school community resolve bullying incidents:

- * School Counsellor – Katie Cheney – 63432122
- * Learning Support Teacher – Tamara McMahon
- * Kids Help Line – 1800 55 1800
- * Dept. of Community Services – 133 627
- * Mental Health Hotline – 1800 011 511
- * Capable Kids – 6361 1370
- * Head Space – 6342 6186
- * Grenfell Police – 63431222

Principal's comment

This policy has been developed and revised through consultation with a number of key stakeholders in our school community. Policy review is regularly attended to and all comments are welcome. We aim to make the Anti-bullying Plan easily understood and to provide websites that teachers, parents and children can access to give further clarification. Please do not hesitate to ask for help if you are unsure of how to report or support a child you believe is being bullied. Early intervention is often the key to a successful resolution.

Michele Herbert - Principal

Monica Joyce– Assistant Principal (Stage 2/3)

Brent Cartwright- Assistant Principal (Stage 1)

Tamara McMahon– Learning and Support Teachers

Grenfell Public School P&C Committee Representatives

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