

Anti-bullying Plan

Condell Park 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.

Condell Park 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 and Communities.

This policy has been created in consultation with the Learning and Support Team, Positive Behaviour for Learning (PBL) Team, the Executive team, P and C, community members and student leaders. The policy will be further refined though decisions made within these teams.

Condell Park Public School uses a proactive approach to behavior teaching students to support harmonious classroom and playground environments. We provide teachers with a framework that is positive and consistent across grades K-6. At CPPS we :-

- ensure the school is a safe and happy environment for all.
- recognize that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness.
- provide a strong supportive culture where there is an understanding that bullying and anti social behaviour is not acceptable under any circumstances.

Statement of purpose

Our anti bullying plan emphasises a fair go for all students. Interactions between all members of the school community are positive. All students can be safe and happy at school. In particular:

- Students are expected to play safely; report all bullying incidents; co-operate with other students and staff.

- Staff are expected to encourage co-operative behaviour through co-operative learning techniques; be vigilant and proactive on playground duty; respond to all students' concerns and complaints; assist with the identification of students who are using bullying behaviour; be positive role models for all students; and be aware of the DET discrimination policies.
- Parents are asked to discuss the policy with their child; encourage co-operative behaviour; discourage retaliation of any kind; encourage independence in their children; and report any incidents of harassment.

Protection

Bullying is the intentional harming or hurting of a person, or their belongings, by another person or persons. It can be distinguished by two features:

- **how the targeted person feels;**
- **an identified imbalance of power.**

Bullying is intentional, repeated behaviour by an individual or a group of individuals that cause distresses, hurt or undue pressure.

All types of bullying can be classified into these four broad areas:

1. **Physical** Bullying- includes hitting, kicking, punching, scratching, pushing, spitting or tripping.
2. **Verbal** Bullying- includes teasing, name calling, sarcasm, put downs, insults or threats.
3. **Indirect** Bullying- includes spreading rumours, mean jokes, social exclusion or mimicking.
4. **Cyberbullying**- is direct or indirect bullying behaviours using digital forms of technology and communication devices. These can include email, SMS, Instagram, Snapchat, Facebook, Twitter and other technological applications.

Three main groups are usually involved: the targeted persons, the perpetrators and the colluders. Colluders are usually friends or supporters of the bully. These students may or may not give verbal support, but they will add to the imbalance of power.

Some examples of bullying are:

- hitting or being violent;
- threatening or frightening others;
- jostling and pushing others;
- interfering with another's property by hiding, damaging or destroying it;
- using offensive names, teasing or spreading rumours about others or their families;
- using put-downs, belittling others' poor abilities and achievements;
- writing mean or spiteful notes or graffiti about others;
- making degrading comments about another's cultural, religious or social background, and exclusion from groups on grounds of gender, race/nationality;
- ridiculing another's body appearance;
- forcing others to do jobs or making them follow instructions.

The whole community has a shared responsibility to respond to bullying.

Students can expect to:

- Be safe at school, free from fear of bullying, harassment and intimidation.
- Know that school staff will respond to their concerns.
- Be provided with appropriate support.
- Take part in learning experiences that address bullying issues and how to respond.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity.
- Follow the school anti-bullying plan.
- Not retaliate with physical or verbal bullying
- Tell an older person.

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Parents and caregivers have a responsibility to:

- Be aware of the school's 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's anti-bullying plan.
- Inform their child's teacher of suspected bullying.

Teachers and school personnel have a responsibility to:

- Respect and support all students in all aspects of their learning.
 - Model appropriate behaviour.
 - Listen to the child's concerns.
 - Ensure the children feel safe and valued in the classroom.
 - Respond in an appropriate and timely manner to incidents of bullying according to the school's anti-bullying plan.
- Undertake professional learning in student welfare issues.

Prevention

Students who are attending Condell Park Public School have the right to a safe and respectful environment where everyone is working towards a quality education.

To achieve this process and ensure a positive learning community we follow the plan of **Protection, Prevention, Early Intervention, Response.**



Early Intervention

1. **Protection-** A shared understanding/definition of bullying in the learning community is aimed at ensuring positive learning and well being outcomes. All stakeholders (Staff, Students, parents and community members) are made aware of this definition, have a shared understanding of the definition and the action plan when dealing with bullying.
2. **Prevention-** Build on strategies and skills that students already have and continue to reflect on current practises to ensure that bullying behaviour is prevented. This also includes embedding anti-bullying messages into school expectations and classroom content.
3. **Early Intervention-** This is providing early support BEFORE an issue emerges and/or escalates. This also includes providing extra support for students who require assistance to succeed in social settings and providing students with appropriate strategies to deal with playground concerns.
4. **Response-** We empower the whole school to recognise and appropriately respond to bullying. We also have identified appropriate actions to follow when an incident occurs and have an informed reflection of future protection, prevention and early intervention strategies. We regularly monitor our PBL policies to ensure all students can be successful.

If are being treated disrespectfully...

Do the 'High Five'...

1. Ignore
2. Talk friendly – Use neutral language
3. Walk away
4. Talk firmly – Respectfully tell them to stop
5. Report – see options below



But if it's been going on for a while and these don't work, you may be being bullied...

- talk to your friends and ask for support
- talk to your parents

- talk to your teachers including Principal, Deputy Principal and Assistant Principals

If you see someone else being bullied...

- tell the person acting like a bully to stop
- talk to a teacher
- don't watch or join in
- try to change the subject
- try to comfort and/or include the person who's being targeted
- explain to the person being bullied that it's nothing to do with them—it's about the other person's behaviour.

If you are cyberbullied...

- don't respond to the message or image
- save the evidence
- block and delete the sender
- report the situation to the website or Internet Service Provider
- tell trusted people—friends, adults, teachers, parents and police if necessary.

All the student welfare policies work together to provide students with skills and understandings to work and play co-operatively in all social settings. All our student welfare policies and strategies are aimed at counter acting bullying and concerning playground behaviour. Our school uses pro-active steps and strategies that provide students with the knowledge and skills to succeed in all social settings.

Response

Students will know that they **can** control what happens. All students will be encouraged to not retaliate by using bullying.

Students will be proactive and need to decide what action to take.

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 her or him to stop. *If it still does not stop:*

Step 3: Talk it over openly with trusted adults (i.e. class teacher or parent). They can help you decide what to do.

If the bullying still does not stop:

Step 4: Talk to the Principal. Allow her to take the action they see as necessary. Students who are not being bullied but are aware of others who are, will be encouraged to report it, to protect those that are being bullied and so that the bully can be helped too.

At Condell Park Public School when bullying incidents are reported immediate action is taken by;

- The reporting of an incident to a class teacher.
- The thorough investigation of the incident on the day of the complaint by the teacher/executive.
- The report of the incident to the Principal and/or Deputy Principal for discussion. The Executive, in consultation with the class teacher, will determine the follow up action to be taken. This could involve a detention, reflection room, counseling or suspension depending on the severity or regularity of the actions. The action will be in line with the school welfare policy.
- Notification of parents in writing, by phone or both if any of the above actions are taken.
- Involvement of the school counselor who will talk to the students who have been involved in any bullying episodes. Feedback is given at all Learning Support Team meetings.
- Teacher referral of students who are considered to be ostracised or excluded.

The Processes that match planned interventions of bullying incidents

1. All students will be involved in a whole school Social Skills program.
2. By stander programs are implemented in classes where there appears to be a culture of hurting or excluding each other.
4. Any incidents of Cyber bullying will be reported and cyber education will be implemented through the Police Liaison Officer and the Stages 2 and 3 school program.

Evaluating the Plan

The plan and strategies put in place will be evaluated on an ongoing basis and will be formally reviewed at least once every three years by: noting if there has been a reduction in reported or observed incidences of bullying; noting if there has been a change in the ethos of our school. i.e. a culture within the school

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which makes it safe to “tell”-without fear of reprisals; and speaking to parents who have reported incidences to find out if the problem has been resolved.

Principal’s comment

This plan has been developed through consultation with all key stakeholders within and beyond the school. We aim for this policy to be a working document that teachers, parents and students can regularly access with ease to provide clarification on definitions and the steps to follow if an incident occurs. 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. This plan is closely linked to the school Wellbeing Policy and is founded in the principles of Positive Behaviour for Learning (PBL).

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