

HOLBROOK PUBLIC SCHOOL

ANTI-BULLYING PLAN

Introduction

This policy should be read in conjunction with the Holbrook Public School *Welfare and Discipline Policy* and the *Policy for the Use of Mobile Phones, Portable Computer Games, MP3 Players/iPods, Cameras and Similar Devices in Schools by Students*. Departmental policies and documents that should be referred to include Legal Issues Bulletin No 35, *The Use of Mobile Phones, Portable Computer Games, Tape Recorders and Cameras in Schools*, Legal Issues Bulletin No 42, *Legal Issues Arising for Staff Subject to Cyber Bullying and Related Behaviour*, the *Student Welfare Policy*, *Values in NSW Public Schools* and the *Student Discipline in Government Schools Anti-bullying Plan for Schools*.

Philosophy

The Morgan Country Professional Learning Community, of which Holbrook Public School is a member, provides quality education for all in innovative learning environments that are safe and supportive. Each school within the learning community recognises core values and actively supports diversity and individuality. Our community firmly believes that bullying isolates, frightens, devalues and impacts upon the learning of all. Bullying is taken seriously and dealt with promptly. Consequences are age appropriate and reinforce core values that demand all members of the learning community be treated with respect and fairness.

Context

1. We recognise that Holbrook Public School is situated in a small rural community and that it is an inclusive environment, where diversity is affirmed and individual differences are respected.
2. The Anti-bullying Policy is an intrinsic part of Holbrook Public School's *Welfare and Discipline Policy* document and should not be used in isolation.
3. We provide quality education for our students to meet their learning needs in a secure, ordered and supportive environment.
4. Our focus on quality teaching and learning enables students to learn and grow with confidence, in a context where student welfare is important.
5. We seek to develop strong partnerships with parents, caregivers, students and the wider community believing it to be crucial to the success of this policy.

Plan Statement

Schools exist in a society where intimidation, harassment and victimisation occur. Bullying must be taken seriously and is not acceptable in any form.

Students have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.

Bullying:

- devalues, isolates and frightens;
- affects an individual's ability to achieve;
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

Holbrook Public School's discipline code and school rules require all students to treat one another with respect and dignity. Bullying behaviour is considered to be a breach of our school rules and will be dealt with according to the discipline code.

Bullying Behaviour

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

Bullying behaviour can be:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **cyber-bullying** eg text messages, emails, videos, photos or posting material on the internet which is designed to humiliate or harass;
Cyber-bullying can be defined as an intentional aggressive act carried out by a group or individual using electronic forms of contact, repeatedly and over time against another individual.
- **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;
- **Any combination** of some or all of the above.

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

A Statement of Purpose

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

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

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, intimidation and victimisation;
- to be involved in the collaborative development 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 when bullying occurs;
- that all incidents of bullying will be reported and acted upon.

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;
- promote resilience as a technique of discouraging bullying behaviour for individuals who are the victims of bullying;
- 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 when they occur.

Each group within Holbrook Public School community has a specific role in preventing and dealing with bullying.

Students can expect to:

- know that their concerns will be responded to by school staff;
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour);
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be incorporated into all Key Learning Areas and are included in the Friendly Schools and Families Program.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity;
- follow the Holbrook Public School Anti-bullying Plan;
- respond to incidents of bullying by adhering to the values of caring and supporting others.

Teachers have a responsibility to:

- respect and support students in all aspects of their learning;
- model appropriate behaviour;
- familiarise themselves with the Holbrook Public School Anti-bullying Policy;
- respond in an appropriate and timely manner to incidents of bullying according to the policy.

Parents and caregivers have a responsibility to:

- support their children in all aspects of their learning;
- 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 all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Plan;
- report incidents of bullying to the school.

Holbrook Public School has a responsibility to:

- develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground;
- inform students, parents, caregivers, bus companies and the community about the School Discipline Code or School Rules and Anti-bullying Plan;
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers;
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour;
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children;
- follow up complaints of bullying, harassment, intimidation and victimisation.

Identifying Bullying Behaviours

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied.

The school community (i.e. Students, parents/ carers and teachers) should be aware of these possible signs and investigate further if:

- they directly observe bullying behaviours as covered by the definition;
- student reports that they are being bullied in one of the ways as defined in this plan;

AND/ OR a student/ or your child:

- is frightened of walking to or from school;
- doesn't want to go to school;
- begs to be driven to school;
- changes their usual routine/route to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;

- begins to underperform in school work;
- comes home with clothes torn or books damaged;
- has possessions go "missing";
- asks for money or starts stealing money (to pay the bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money/snack/sandwiches have been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- student absences from school sharply increase in frequency.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Strategies Used by Holbrook Public School to Deal with Bullying Behaviour

Holbrook Public School will deal with bullying quickly and effectively according to this plan, HPS Discipline Code, and the NSW Department of Education and Training policies as is applicable.

Strategies to Prevent Bullying

Strategies will be in place in Holbrook Public School to effectively teach the skills and understandings that will lead to eliminating bullying behaviours.

These strategies must:

- be taught across key learning areas;
- be reinforced consistently through school practices that promote respectful relationships.

These strategies will:

- empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation;
- contribute to the general health and wellbeing of all students.

Strategies for the student who is being bullied may include:

- try not to let the bully know that he/she is making you feel upset;
- try to ignore them;
- be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it;
- stay in a group, bullies usually pick on individuals;
- get away as quickly as you can;
- tell someone you can trust . it can be a teacher, a teacher's aide (School Learning Support Officer . SLSO), a parent, a friend, a brother, a sister or a relative;
- if you are scared, ask a friend to go with you when you tell someone;
- if you don't feel you can talk to someone about it, write it down and drop it in at the office;
- when you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?);
- keep on speaking out until someone listens and helps you;
- never be afraid to do something about it and quickly;
- don't suffer in silence;

- don't blame yourself for what is happening.

Strategies if you see someone else being bullied
(The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power.

The strategies may include:

- don't smile or laugh at the situation;
- don't rush over and take the bully on yourself;
- don't be made to join in;
- if safe to do so, encourage the bully to stop bullying;
- if you can, let the bully know you do not like his or her behaviour;
- let the victim(s) know that you are going to get help;
- tell a member of staff as soon as you can;
- encourage the person to talk to someone and get help;
- ask someone you trust about what to do - it can be a teacher, a teacher's aide (School Learning Support Officer - SLSO), a parent, a friend, a brother, a sister or a relative;
- if you don't feel you can talk to someone about it, write it down and hand it in at the office.

Whole School Programs

- a) Anti-bullying and resilience training is included in the Friendly Schools and Families Program.
- b) Information on Anti-bullying to be included in School Newsletter.
- c) Teaching of tolerance in all KLA's.
- d) Cooperation with partner schools in the development and regular reviews of anti-bullying policies.
- e) Anti-bullying statement in school information booklet.
- f) Regular whole staff updates on new developments.
- h) Bullying - No Way pamphlet.
- i) Anti - bullying posters to be displayed around school.
- j) On-going surveys and monitoring of bullying behaviour in the school.
- k) Incorporation of an anti-bullying component in the Peer Support Program.

Strategies for Reporting Bullying Behaviour

Holbrook Public School has a number of avenues by which bullying behaviour can be reported to teachers/ executive/ principal.

Students can report instances of bullying behaviour by:

- talking with school counsellor and devising a safe way to report bullying that they have been subjected to;
- telling their teacher/ executive/ principal or another adult that they can trust about bullying that they have been subjected to;
- telling their teacher/ executive/ principal or another adult that they can trust about bullying that they have observed another child been subjected to;
- discussing instances of bullying with their parents and developing a plan on how to safely report the behaviour to the school;

- keeping a diary of ongoing instances of bullying which can be given to a teacher/ counsellor/ executive/ principal when ready;
- leaving a note describing the bullying behaviours that they have witnessed or been subjected to with a teacher/ counsellor/ executive/ principal;
- developing a network of peers who will inform teachers for each other, if a member of the network is being subjected to bullying;
- leaving a bullying notification form/ letter it, at the office.

Parents and carers are encouraged to inform the school of any instances of bullying that they become aware of. Parents and carers may wish to discuss this with their child, so that reporting occurs in a manner that makes the child feel supported and safe. This will include fresh instances of bullying behaviours that have been previously reported to the school.

Teachers must inform school executive of any reports of bullying in accordance with the intervention plan outlined in this plan.

The person notifying about the instance of bullying will be given feedback acknowledging receipt of the report in writing/ by telephone/ in person and the follow up action that has occurred (within the restraints set by privacy legislation).

Intervention

Students are encouraged to intervene when witnesses to bullying by:

- being friendly and supportive to targets of bullying behaviour;
- including targets of bullying behaviour in games and activities;
- informing teachers of instances of bullying behaviour;
- speaking out against all forms of bullying behaviour;
- displaying confident assertive behaviours in the face of bullying behaviour;
- playing a supportive role according to any specific plans devised by the school in response to bullying behaviour;
- continuing to display behaviours that promote respect and dignity for all members of the school community.

Skills and procedures outlined above are taught and reinforced regularly in lessons across all KLA's. Specific units of work relating to the teaching of these skills are via PD/H/PE units (including units across all stages on Child Protection).

Parents and carers can intervene when bullying occurs by:

- communicating their support for this plan with their children;
- clearly communicating to their children that all forms of bullying, as defined in this plan, are unacceptable;
- playing a supportive role as determined by the intervention plan that is developed in response to the report of bullying behaviour;
- continuing to report further instances of bullying behaviour that may occur after initial action is taken;
- modelling behaviour at home that supports an anti-bullying ethos;
- always talking with the school about instances of bullying behaviour rather than approaching the bullying student or their parents or carers;
- providing an unconditionally caring and supportive environment for their child, especially if they are a victim of bullying;

- dealing with any issues of bullying in a confidential and tactful manner within the school community.

Teachers and other school staff will respond to reports of bullying according to the flowchart contained in the appendix of this plan.

Strategies used by school staff may include:

- dealing with the bullying behaviour according to the school's Discipline Code and other NSW DET policies (e.g. Suspension and Expulsion Procedures);
- dealing with the bullying in collaboration/ consultation with outside agencies e.g. Police;
- referral to the school counsellor;
- setting up an appropriate mechanism so that recurrences of bullying behaviour can be reported easily and effectively;
- checking with the bullied student and members of their peer network regularly to make sure that the bullying behaviour has not reoccurred;
- setting up play activities during breaks;
- adjusting playground supervision patterns;
- reviews of class placements;
- conciliation meetings;
- use of Peer Mediation . training for Years 5 & 6; Kindergarten buddy program; peer support lessons;
- referral of targets and/ or perpetrators to specific programs e.g. social skills programs; student training through dramatic performances, videos, peer support lessons, buddy lessons and role play scenarios;
- ongoing monitoring of the situation;
- enlisting the support of parents and carers to address the situation.

Accessing Help and Support

Students can access support through:

- teachers and the school executive;
- family members;
- school counsellor;
- Kids Helpline (1800 551800 or www.kidshell2.com.au);
- community health procedures outlined in the HPS Student Welfare and Discipline Policy
- School Counsellor;
- a mentor from either students, staff or the community;
- The Bullying - No Way pamphlet;
- Printed resources available from the library;
- www.bullyingnoway.org.au The Bullying No Way website.

Parents can access support through:

- teachers, school principal;
- School counsellor;
- NSW DET Regional Office personnel at:
Albury Regional Office,
521 Macauley Street
ALBURY NSW 2640
Ph 60514300.

Communicating Departmental procedures (for students, parents and caregivers)
www.det.nsw.edu.au/antibullying Located under *Public Schools NSW - Supporting Students - Student Wellbeing - Anti-bullying*.

Appeals Process

The school principal is responsible for communicating NSW DET complaints procedures to parents. Regional office staff can also advise on these procedures

Contact:

Albury Regional Office
521 Macauley Street
ALBURY NSW 2640 Ph 60514300

Professional Development

The school principal and executive staff:

- liaise with Regional and other DET personnel to identify training and development workshops on bullying and will delegate at least one staff member to attend when applicable;
- whenever a staff member participates in a professional development activity, time will be allocated at the next full staff meeting for them to report to the rest of the school staff about what they learned from the activity;
- school executive, as part of professional supervision, all nominate specific staff members to the principal for training and development if it is clear that such development is required, or if that teacher has a student cohort for which bullying behaviour is clearly an issue in any given year;
- professional development with regards to bullying will be complimented by professional development around issues of racism, multiculturalism, Aboriginal education, sexual discrimination, same-sex attracted students, child protection, duty of care and the effects of socio-economic disadvantage;
- staff, student and parent surveys will be conducted to assist in the identification of professional learning needs of staff.

Evaluation and Review

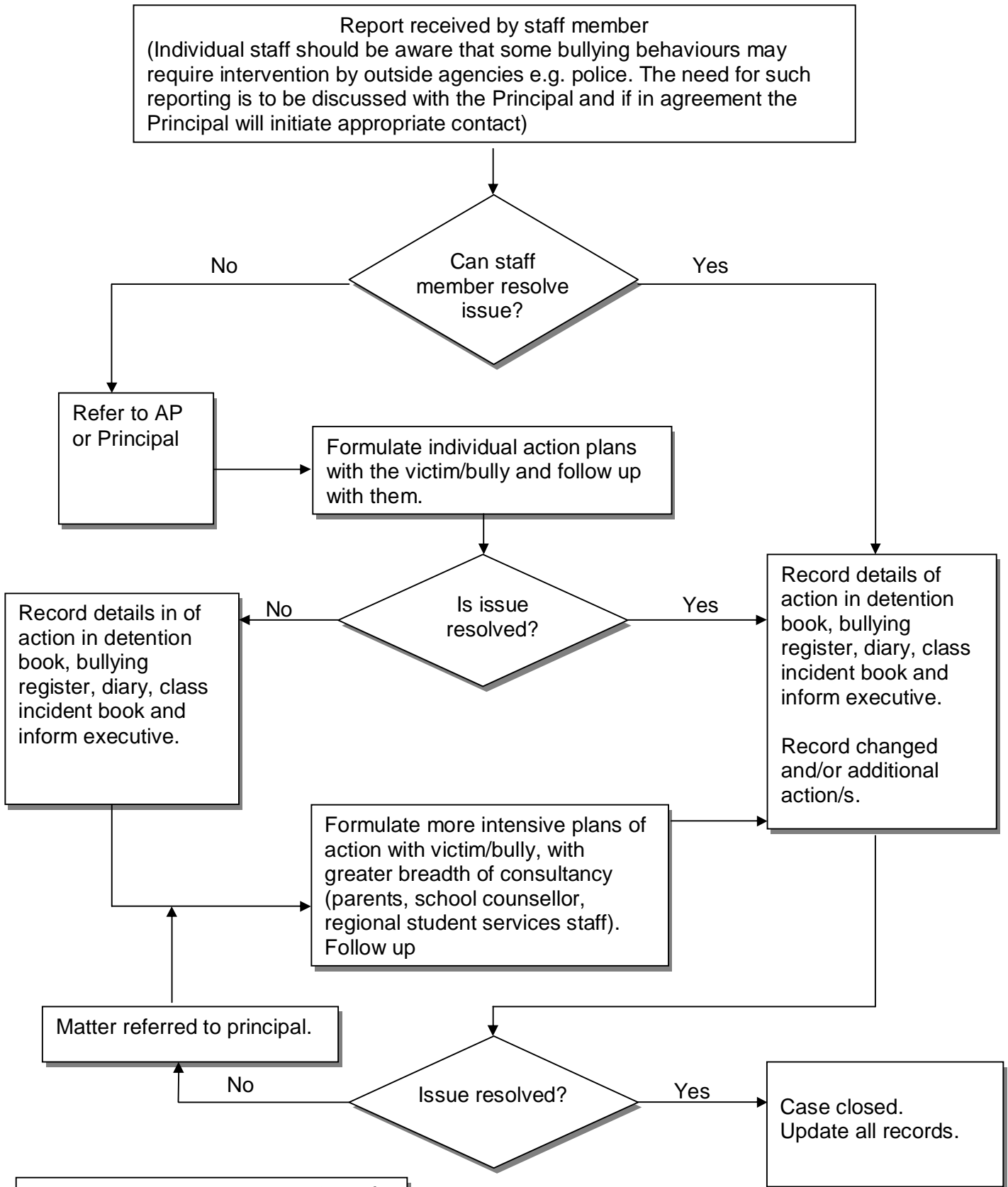
The Anti-Bullying Plan is evaluated and reviewed every two years. This plan is due for evaluation and review in 2011.

The school will employ the following strategies to review the plan:

- setting up a specific committee to review and evaluate the plan;
- conducting surveys for completion or focus groups by students, staff and parents that allow opportunity to describe the nature and extent of bullying at the school;
- analysis of suspension data;
- analysis of behaviour records, such as bullying register and detention books, to determine trends and patterns regarding bullying behaviours;
- opportunity for all members of the school community to participate in the evaluation of the plan by making submissions to the school executive.

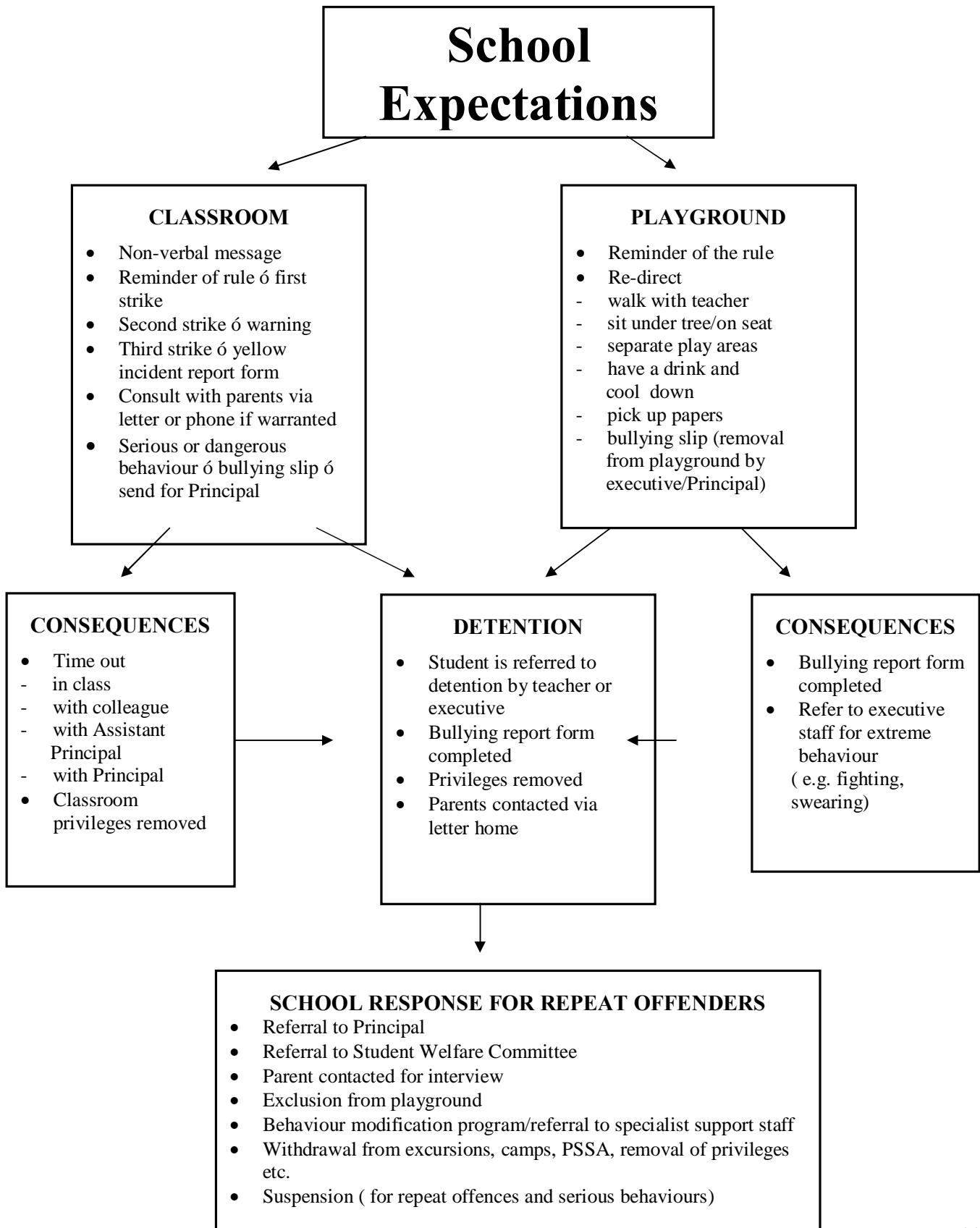
The school will develop and implement a revised plan, if necessary, following the review. The school will continue to monitor and evaluate the implementation of the Plan on an ongoing basis.

SCHOOL RESPONSE TO BULLYING REPORTS - FLOWCHART



NB. All child protection matters must be notified to the principal immediately and dealt with in accordance with DET Child Protection procedures.

BEHAVIOUR MANAGEMENT FLOW CHART



Resources

1. Cybersafety

(Australian Resources)

<http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/cyberbullying/>

(UK Resources)

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying>

(US Resources)

<http://www.diigo.com/list/mgjeffery/cyberbullying-and-cybersafety>

<http://www.cyberbully411.org/about-prevent-cyberbullying.php>

http://www.stopcyberbullying.org/kids/are_you_a_cyberbully.html (survey)

2. Wellbeing Australia . Anti-bullying and Resilience Strategies

<http://wellbeingaustralia.com.au/Articles.html>

3. Other useful websites

www.det.nsw.edu.au/antibullying

Content is located under Public Schools NSW . Supporting Students . Student Wellbeing . Anti-bullying

www.reachout.com.au

www.bullying.org

www.eduweb.vic.gov.au/bullying/index.htm

www.kidshelp.com.au

www.somazone.com.au

www.teengrowth.com

4. Telephone

Kids Help Line 1800 551 800 (24 hours toll free)

Holbrook Public School: Bullying Report Form

Anti-Bullying Policy - August 2009

Date/Time	Bully	Subject	Details of Incident	Action Taken

