

TERRANORA
PUBLIC SCHOOL

CARE AND EXCELLENCE

Anti-bullying Plan

Terranora Public School





Bullying:

Preventing and Responding to Student Bullying in Schools Policy

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

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the policy of NSW Education.

The Terranora Public School (TPS) Welfare team will conduct a survey of students, staff, and community members to gather data about the whole school community's understanding of the various types of bullying and how the community sees bullying within the school environment, and what strategies and programs should be implemented for the school be a safe and supportive school for all students.

Statement of purpose

Terranora Public School will aim to create a respectful, happy and safe environment for all children and staff:

- There is no place for bullying at TPS.
- Every person has the right to be treated respectfully and feel safe. Any person who bullies another is denying them that right. TPS will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps are necessary to stop such behaviour.
- At TPS explicit strategies are introduced to combat bullying. We believe it is the responsibility of all sections of the school community to work together to create a bullying and violence free environment. This will involve the co-operation of staff, parents, students and NSW Education.
- Our school core values underpin all policies and procedures. There is no place for bullying in a community that reflects these values:
 - Democracy
 - Integrity
 - Responsibility
 - Excellence

- Cooperation
- Participation
- Care
- Respect
- Fairness

Protection

What is Bullying?

Terranora Public School identifies bullying as a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific person or group of people by someone or another group of people with more power and is intended to cause harm, distress and/or create fear.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, gender, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

Bullying may be carried out overtly or covertly. There is direct bullying – which happens face-to-face, and which entails physical actions such as punching and kicking or overt verbal actions such as name-calling and insulting.

Covert bullying or indirect bullying is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can include repeatedly:

- using hand gestures and weird or threatening looks
- whispering, excluding, turning your back on a person
- blackmailing, spreading rumours, threatening, stealing friends
- breaking secrets, gossiping, criticising clothes and personalities.

Cyber bullying occurs using information or communication technologies such as Instant Messaging, text messages, email, and social networking sites. This form of bullying unfortunately allows for the bully to remain

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anonymous and can become widespread, with the sent or uploaded material difficult to remove. Most students who cyber bully also bully off-line. Covert bullying is now recognised to have significant potential for serious harm.

What the School Will Do

- Implement an antibullying plan which clearly identifies the appropriate safe and respectful behaviours expected at TPS as well as the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground.
- Inform students, parents, caregivers and the community about the school discipline code, school rules and anti-bullying plan.
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as upstanders not bystanders.
- 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, victimisation and discrimination.
- Be aware of “At Risk” areas and students.
- Respond to and investigate ALL incidents of bullying in a timely manner.
- Provide students with strategies to deal with cyber bullying and social networking etiquette.
- Teach safe, respectful behaviours explicitly.

Prevention

Terranora Public School staff model, and explicitly teach students, the values of respect and responsibility towards others. We emphasise the positive and encourage respectful and responsible relationships among students through participation in the following activities:

- Responsible Thinking Area (TPS Welfare): Reflection of behaviours and responsibilities expected in relation to school values and responsibilities.
- Professional Development for staff relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- PD/H/PE curriculum including peer support, child protection, anti-bullying lessons and the quality schools’ program.
- Provision of a structure for reporting or managing possible incidents of bullying.
- Increased staff awareness of potential „trouble spots” through data analysis and regular observations.
- Contact with parents/carers and relevant agencies.
- Innovative behaviour plans (e.g., communication book; alternate playground plans).
- Access to the school counsellor.
- Social skills teaching and specific anti-bullying lessons.
- Contact with Police Youth Liaison Officer.
- Life Education resources.
- Teaching students to become responsible “upstanders”.
- Whole school approach using explicit lessons on respectful and non-respectful behaviour.

Staff implement the following strategies to assist in preventing incidents of bullying:

- Provision of thorough supervision to ensure safety for all.
- Creation of a caring, co-operative ethos which promotes respect for the individual.
- Establishment of clear understandings regarding rules, rights and responsibilities.
- Teaching students the effects that “bystanders” and “upstanders” can have on bullying incidents.
- Establishment of clear and effective classroom routines.
- Addressing bullying issues through social education in the classroom via role play, games, drama, discussions, drawing and writing.
- Implementation of explicit teaching program of anti-bullying strategies.
- Students are taught strategies for dealing with bullies and bullying which include:
 - Saying STOP in a clear voice and using a firm hand signal
 - Walking away from non-respectful behaviour.
 - Tell an Adult
- Teaching of cyberbullying issues and responsible use of technology

Early Intervention

At TPS we aim to promote positive behaviours around the issues of bullying and harassment in a number of ways:

- Revise and explicitly teach school core values in the first 2 weeks of every new school year
- Promotion of children reporting all bullying incidents, including cyber bullying.
- Awareness of bullying issues raised at school and stage assemblies on a regular basis.
- Students regularly reminded to use the following strategies which include enlisting the help of a friend, using “STOP” in a clear voice and a firm hand signal, walk away when someone is directing non-respectful behaviours towards themselves or another student.
- Telling an adult: Classroom teachers regularly remind students to report incidents.

- Parents encouraged to contact the school if they become aware of a problem.
- Sharing of good practice by teachers at professional learning and stage and communication meetings throughout the year.
- Utilisation of the RTA in every classroom where students can report any concern they have about student non-respectful behaviours towards themselves or other students.
- Student ideas are encouraged through class meetings and the student representative council.
- Implementation of the Chaplaincy program

Response

1. School is notified of bullying incident.
2. Investigation – all students involved given an opportunity to describe and explain their behaviours.
3. Bullied student – given strategies to build self-esteem and resilience.
Student who bullied – recognition of consequence of behavior. Support in changing behaviour
4. Parents contacted if deemed necessary
5. Ongoing monitoring
6. Timeframe – as soon as possible within a 48-hour period

The following section sets out the principal elements of the normally expected response to incidents of bullying behaviour. The precise nature of the response needs to consider of the circumstances of the individual case. Teachers, parents and students all have a role to play.

Teachers

Teachers are expected to use their professional judgement regarding the strategy that best suits the situation and needs of the student/s involved. However, the response strategy would normally be expected to include:

- Explicit teaching of respectful, responsible relationships and strategies students can use to manage difficult situations.
- Following up any possible instance of bullying about which they have been informed through the data collated from RTA and RISC.
- Gathering information from victims, alleged bullies and witnesses.
- Deciding on appropriate action (this could involve informal discussions including the students, referral to executive staff, involvement of the school counsellor and parents depending on the severity or complexity of the situation).
- Following up incidents of bullying which they have witnessed and seeking executive input if needed.
- Informing parents of relevant students involved in a timely fashion and keeping parents informed of progress.
- Ensuring that the bully (or group) is involved in some type of restorative justice with the victim if applicable.
- Informing all relevant members of staff about the incident and the action taken (including casual teachers and supervisors).
- Recording their actions, meetings and phone calls on RTA and RISC.
- Referral to the Learning Support Team for repeat offenders.
- Referral to Social Skills Program.

Students

Students are taught the skills to display safe and respectful behaviours. They are given opportunities to practise and develop their skills that enhance resilience (in particular, negotiation, conflict resolution and problem solving). They are encouraged to practise the following behaviours and communication:

- Hands and feet to self
- Respect personal space
- Use “Nice Talk”
- Saying STOP in a clear voice and using a firm hand signal when someone is directing non-respectful behaviour towards them.
- Walk away from non-respectful behaviour.
- Talk to an adult.
- Learn to stop what they are doing when asked by another student even if they don’t agree with the request.
- Intervene appropriately when they see non-respectful behaviour occurring by asking the student to stop, walk away and tell.
- Discussing issues with the teacher.
- Talking to parents and caregivers.
- Talking to friends.
- Responsible use of technology.

Students are explicitly taught safe, respectful behaviour strategies and encouraged to report any instance of bullying where they may have been the victim, or they may have witnessed an incident.

Parents

We want all students to develop, maintain and enjoy positive and respectful relationships at school, at play and at home. Bullying incidents can occur at all ages across all situations. It is part of the role of parents as co-educators to try to prepare their children to deal with potential conflicts. Parents should encourage their child/ren to:

- Have positive beliefs in themselves;
- Be resilient and bounce back from social difficulties which can occur in all group settings;
- Be assertive and responsible in all their actions;
- Report any incident to teachers, parents or a trusted adult when they need help; and
- Use technology responsibly.

Parents need to respond to their child's report in a measured, supportive and positive way. Parents are encouraged to contact the school as soon as possible following a report.

PROCEDURES FOR REPORTING BULLYING

Bullying will be reported by students, parents or community members and staff members. Should an incident of bullying occur, staff members take the following actions:

- Act as soon as possible
- Encourage telling by any student who is bullied or who has witnessed non-respectful behaviour towards others
- Ensure that the victims are supported
- Ensure a consistent response in dealing with incidents
- Make consequences clear to children, parents and teachers
- Record and report incidents of bullying on RTA and ensure an escalation of consequences for repeat offenders
- Explore options for providing specific support for identified students – assertiveness training, resilience, and problem-solving skills (this could involve the school counsellor)
- Keep relevant personnel informed

How bullying is reported by students

Students are encouraged to report any incident that they feel may constitute bullying to a teacher. These behaviours may occur in the classroom, playground, travelling to and from school at sport or PE activities.

Incidents reported at home or instances of cyberbullying should be reported to parents and teachers.

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Incidents of bullying at school should be reported by the student to a teacher. Students can report verbally to any teacher. The teacher will then work with the child to resolve the problem.

Serious incidents should be reported immediately to the Principal or School Executive. Serious incidents must be reported to LST/Welfare team.

VICTIM SUPPORT

- Reassure him/her that it is not their fault; (recognition of positive action by student)
- Gather information from the reporting student;
- Confirm a common understanding of bullying;
- Discuss reasons and attempt to resolve the situation;
- Practise assertiveness techniques with the student if necessary;
- Assign safe areas;
- Establish contact with the alleged bully to explain the behaviours, the consequences and actions to follow.
- Contact with parents. Communication can include a phone call, notes, meetings with parents/caregivers;
- Feedback to parents that is timely for all parties involved.

Considerations

As part of the school's Student Wellbeing Procedures the principal could *report to police* incidents involving assaults, threats, intimidation or harassment. The *Suspension and Expulsion* procedures could also be used depending on the severity of the acts and behaviours.

Principals have the responsibility to report any concerns of children at risk of harm to the *Child Wellbeing Unit or Community Services* depending on each individual case.

Parents and community members can use the NSW Education policy documents to appeal decisions made by the school if they consider that natural justice was not followed.

Recording and Monitoring Incidents

TPS will utilise the RTA program to record incidents of bullying and subsequent actions. Referral to LST and Social Skills program for both Bullies and Victims. The annual survey will also provide rich data over a period. The school executive and School Council will periodically observe the data and respond to trends as they arise.

Promotion of the Anti-bullying Plan

All students will be involved in safe, respectful lessons as part of PDHPE lessons. The Anti-bullying Plan will be made widely to the school community on the TPS website.

Monitoring, Evaluation and Review

The Anti-bullying plan will be monitored by LST/ Welfare Team. There will be a formal evaluation at the end of each management plan 3-year cycle.

Resources

[NSW Education Anti-bullying](#)

Bullying No Way
www.bullyingnoway.com

Kids Helpline
<https://kidshelpline.com.au/>
1800 55 1800