



NAROOMA PUBLIC SCHOOL

Anti-Bullying Policy 2018-2021

Rationale

At Narooma Public School we value respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through strong welfare programs. As part of our school's Welfare and Wellbeing Policy, our Anti-Bullying Policy and Plan aims to deal effectively with and prevent incidences of bullying.

Statement

Schools exist in a society where intimidation and harassment occurs. Bullying must be taken seriously and is not acceptable in any form at Narooma PS or any NSW Government School. Narooma PS is an inclusive environment, where diversity is affirmed and individual differences are respected and accepted.

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

Bullying

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those initiating 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.

Our school's Positive Behaviour for Learning (PBL) expectations require all students to treat one another with respect and dignity. Bullying behaviour is considered to be a breach of our core rules and will be dealt with according to the school continuum of referral and Welfare policy.

Definition of Bullying

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 and intimidation of others.

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.
- **Any combination** of some or all of above

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 Narooma PS 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 and intimidation
- To be involved in the collaborative development of the school Anti-bullying Policy and Plan
- To know what is expected of them and others in relation to the Anti-bullying Policy and Plan
- That all students will be provided with appropriate support when 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 Policy and Plan and support it through words and actions
- Actively work together to resolve incidents of bullying behaviour when they occur.

Each group within the Narooma PS 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);
- Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses, PBL lessons and other Key Learning Areas.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity;
- Follow the school Anti-bullying Policy and Plan;
- Report bullying behaviour they have witnessed at school, whether or not they were a victim;
- Respond to incidents of bullying according to their school Anti-bullying Policy and Plan.

Parents and caregivers have a responsibility to:

- Support their children in all aspects of their learning;
- Be aware of the school Anti-bullying Policy and 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 Policy and Plan;
- Support all students of the school to deal effectively with bullying through the strategies of the Anti-bullying Policy and Plan;
- Report bullying behaviour they have witnessed either in school or to and from school or has been reported to them.

Narooma PS has a responsibility to:

- Develop an Anti-bullying Policy and 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 and the community about the School Discipline Code and Anti-bullying Policy and 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 and intimidation.

Teachers have a responsibility to:

- Respect and support students in all aspects of their learning;
- Model appropriate behaviour;
- Teach PBL lessons;
- Reinforce positive behaviour through school acknowledgment and merit award systems
- Respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Policy and Plan.

Identifying Bullying Behaviours

Indicators that bullying behaviours may be occurring and will/should alert the school community (i.e. students, parents/carers and teachers) include the following –

- Direct observation of bullying behaviours as covered by the definition;
- Student reports that they are being bullied in one of the ways as defined in this plan;
- Student reports that they are feeling undue pressure, fearful, intimidated, distressed, hurt, depressed, or humiliated or it is felt by others that a student has these feelings;
- The student's mood and/or self-esteem deteriorates over a relatively short period of time;
- The student expresses reluctance to attend or engage in learning or other school activities;
- The student has injuries, such as bruises, on any part of their body following/during a school day that are not adequately explained;
- The student's group of friends changes markedly in a short space of time or there is a withdrawal from peer activities;
- The student's absences from school sharply increase in frequency.

Strategies Used by Narooma PS to Deal with Bullying Behaviour

Narooma PS will deal with bullying quickly and effectively according to this plan, School Discipline Code and NSW Department of Education and Communities policies such as the Procedures for Suspension and Expulsion of Students as is applicable.

Strategies for Reporting Bullying Behaviour

Narooma PS has a number of avenues by which bullying behaviour can be reported to teachers, Assistant Principals or to the Principal.

Students can report instances of bullying behaviour by:

- Talking about it with the school counsellor and devising a 'safe' way to report bullying that they have been objected to;
- Telling their teachers, Assistant Principals or to the Principal about bullying they have been subjected to;
- Telling their teachers, Assistant Principals or to the Principal about bullying behaviours they have observed their peers being subjected to;

- Discussing instances of bullying with their parents and developing a plan on how to safely report the behaviour to the school;
- Developing networks of peers who will inform teachers for each other, if a member of the network is subjected to bullying;

Parents and carers should always 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 previously been reported to the school.

Teachers must inform their team leader of any reports of bullying in accordance with the intervention plan detailed in this report.

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 constraints 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 about the incidence 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.

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 before 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.

Teachers and other school staff will respond to reports of bullying according to the flowchart contained in the appendix of this plan. A central theme of the school's response is the development of an individual action plan that details strategies that will be used to address the incidence of bullying.

Strategies used by school staff may include:

- Dealing with the bullying behaviour according to the school's Discipline Code and other NSW DEC 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 recurred;
- Establishment of peer support networks to aid in supporting the target of the bullying and to aid in the reporting any further instances of bullying;

- Adjusting playground supervision patterns;
- Conciliation meetings;
- Ongoing monitoring of the situation;
- Enlisting the support of parents and carers to address the situation;
- Whole-school, small group or individual revision of key anti-bullying PBL lessons.

Accessing Help and Support

Students can access support through:

- Teachers and the school executive;
- Family members;
- School counsellor;
- Kids Helpline (1800 551 800 or www.kidshelp.com.au)

Parents can access support through:

- Teachers,
- Assistant Principal of the child's stage,
- School Principal,
- School counsellor,

Professional Development / Teacher Professional Learning:

- Anti-bullying will be included in a school's professional development plan when needed (review every three years);
- The school Principal and Assistant Principals will allocate at least one staff meeting each year for professional development on anti-bullying. Development may focus upon the identification and reporting of bullying. It may also focus upon developing an anti-bullying ethos in the curriculum and strategies that can be used in response to reports of bullying;
- All staff to be made aware of relevant Legal Issues Bulletins e.g. LIB 35 and 42, Legal Services home page (information on cyber-bullying and offensive school-related material on websites) and DEC policy on Internet and email services; (<https://www.det.nsw.edu.au/wellbeing/connect/antibullying>)
- Whenever a staff member participates in a professional development activity, time will be allocated at a 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, will 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 three years. This plan is due for evaluation and review by the end of Term 4, 2021.

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

- Use the following indicators to guide the evaluation process
 - Decrease in the number of reported bullying incidents
 - Decrease in the severity of reported bullying incidents
 - Decrease in the number of reported playground bullying incidents
- Setting up a committee to review and evaluate the plan (Welfare and Wellbeing Target Team);
- Conducting surveys for completion by students, staff and parents that allow opportunity to describe the nature and extent of bullying at the school;
- Analysis of Sentral behaviour records by the PBL team to determine trends and patterns regarding bullying behaviours.

The school will develop and implement a revised plan, if necessary, following the review.

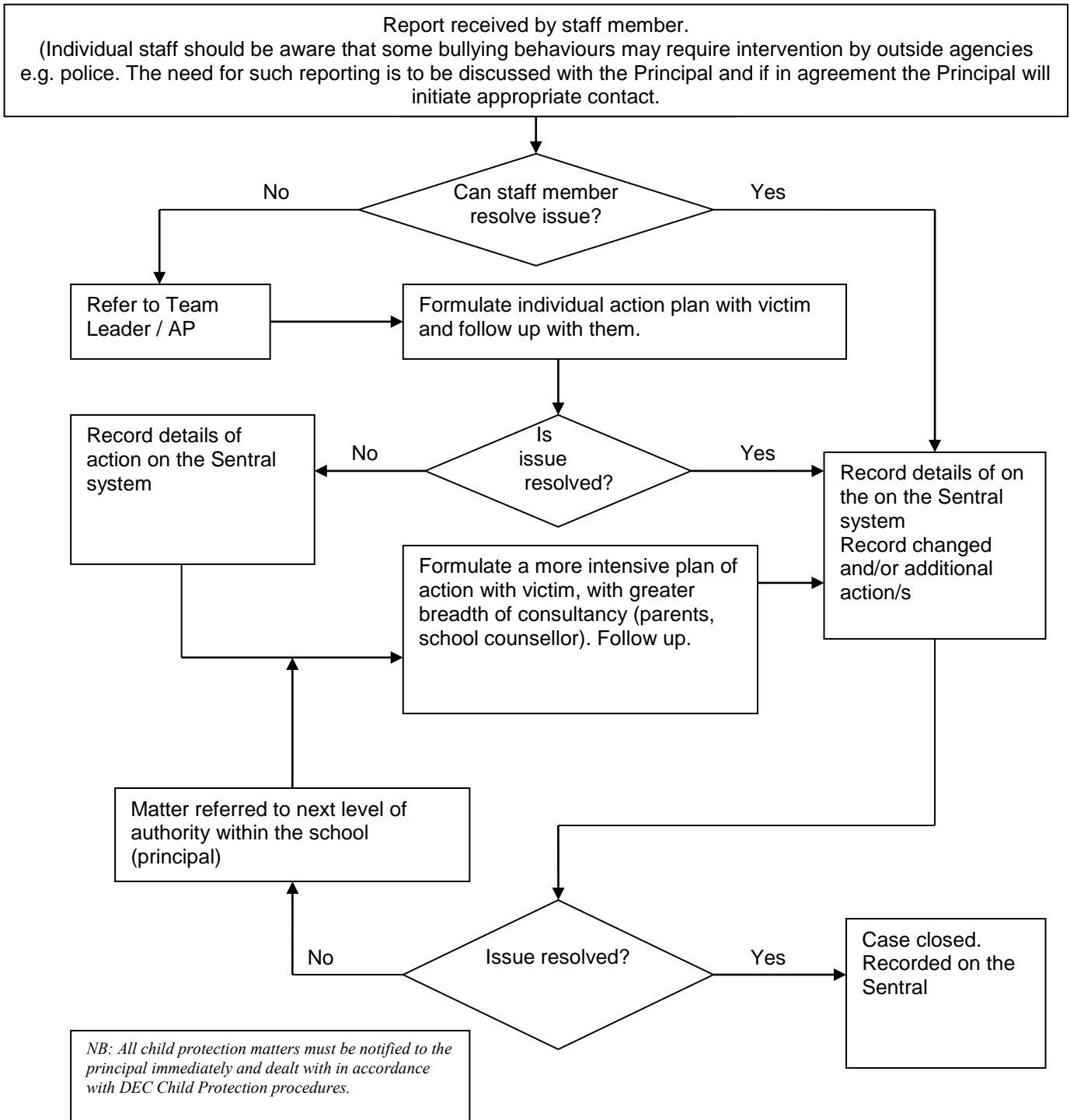
The school will continue to monitor and evaluate the implementation of the Plan on an ongoing basis.

Community Collaboration Record

Community Member Category	Nature of consultation (eg. Interview with representative, surveys)	Date(s) of Action
Parents	P&C Meeting	November 2018
Students	Lessons and assemblies	November 2018
Teachers	Staff Meeting	September 2018
School Executive	Executive Meeting	September 2018
Other community members (eg. AECG, school counsellor)	School Counsellor interview AEO interview LST meeting	October 2018
School Staff	Staff Meeting	October 2018

APPENDIX

School Response to Bullying Reports- Flowchart



Attachments

- NPS Anti-Bullying Plan
- Child Protection Scope and Sequence
- PBL Scope and Sequence
- PBL Continuum of Referral
- NPS Welfare and Wellbeing Policy
- NPS Anti-Racism Policy