

Anti- Bullying School Plan

Glenbrook Public School 2017





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.

Glenbrook Public 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 and Communities.

Glenbrook Public School possesses a quality learning environment, where diversity is affirmed and individual differences are respected, allowing students to meet their learning needs in a secure, ordered and supportive environment. In this environment no form of bullying is accepted.

We believe no persons should experience bullying within our school or the wider community. The school will communicate during the year with the community in regards to our bullying policy via the school newsletter, through discussion at P&C meetings. The school uses TTFM information to assist inform success of school programs and procedures

Statement of purpose

All members of the school community have a shared responsibility to prevent and respond to bullying that may occur in our school. Staff, students, parents, carers and community members need to work together to build a safe and supportive environment, developing an awareness of bullying behavior and acting to stop it and support those involved, and managing incidences of bullying that do occur.

At Glenbrook Public School we aim to build a safe and supportive environment that will address bullying by:

- Developing active, trusting relationships among all school community groups.
- Maintaining pastoral care/student welfare systems that enable all students to feel safe and to feel valued.
- Creating teaching and learning experiences that promote positive peer relations, social skills and resiliency.

- Providing support for students involved in bullying or at risk of becoming involved in bullying.
- Handling bullying incidents proactively and creating opportunities to progress through a supportive process.
- Ensuring that all staff and parent/caregivers are confident to support students affected by bullying.

Protection

Our school and the NSW Department of Education defines bullying as; 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. Cyberbullying 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.

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

A shared responsibility exists between the members of our community to;

- Be involved in the collaborative development of the school Anti-Bullying Plan
- Know what is expected of them and others in relation to the Anti-Bullying Plan
- Endeavour to create an environment where students feel safe at school, free from bullying, harassment, intimidation and victimisation.
- Be aware of the definition of bullying and alert to the signs bullying.
- Encourage and assist students to resolve conflict without bullying.
- Report any bullying to staff, parents and, where appropriate, peers.
- Educate themselves and others in anti-bullying strategies.

Roles and Responsibilities

Principal

- Provide leadership in the development of whole school policies and strategies.
- Encourage school community members to see themselves as valued members working collaboratively towards shared goals.
- Include all staff in the planning and implementation of school policy.
- Develop procedures for carers to inform school protocols.
- Manage resources to enable implementation of policies and strategies.
- Develop procedures to encourage early identification of and responses to incidents.
- Work with external support agencies to manage cyberbullying incidents that impact on schooling.
- Arrange support for students, carers and teachers involved in bullying incidents.
- Implement an action plan for the more serious incidents involving violence.

School Staff

- Manage classes in ways that enhance peer relations and demonstrate respect and valuing of all students within a supportive environment.
- Incorporate teaching practices that support students in identifying, analysing and resolving immediate and long-term challenges to their own and others' safety and rights.
- Respond proactively to signs and symptoms of bullying, harassment, discrimination and violence.
- Create opportunities for students to share concerns.
- Teach appropriate social networking behaviour.
- Create opportunities for early intervention to take place in class and playground.
- Encourage students to develop values and ethics in their relationships with others.
- Regularly review class and playground cultures to improve peer relations and reduce bullying, harassment, discrimination and violence through early intervention responses involving teachers, administrators and/or specialist staff.
- Maintain a duty of care in class, the playground and between classes.

- Model conciliatory responses to incidents that restore relationships and avoid dwelling on revenge or punishment.
- Respond proactively to incidents.
- Empower students to participate in solving their bullying issues.
- Respect the role of carers and enlist their support.

Students

- Develop and encourage understanding, respect and valuing of self and others.
- Support school values and systems in place to prevent bullying.
- Identify trustworthy adults and student leaders who are in a position to deal with or report the issues.
- Encourage effective peer support networks.
- Support other students to use problem-solving strategies.
- Learn and use effective bystander responses.
- Seek immediate help when bullying is witnessed or experienced.
- Use technology in a responsible manner.

Parents and Caregivers

- Participate actively as members of the school community.
- Contribute to recognition and valuing of diversity in the school community.
- Support students in identifying and responding to issues on bullying.
- Talk with and listen to your students on the issue.
- Model problem-solving behaviours and avoid using blame.
- Promote self-protective behaviours such as resilience building and encourage students to talk about a problem and not hide it.
- Maintain ongoing cooperative and open communication with the school.
- Support other carers who indicate that their student is having a hard time.
- Identify and report bullying issues that have been observed or discussed by students to staff.
- Work collaboratively and collectively with the school to resolve problems and conflicts.
- Monitor technology use and programs in the home setting.
- Communicate concerns with teachers and/or the principal.

Prevention

In addition to the above roles and responsibilities, the following strategies will be implemented as a proactive approach to bullying prevention.

Whole school strategies:

Formulate a *'Preventing and Responding to Student Bullying in Schools'* policy, which clearly states what actions we will take to deal with bullying behaviour.

- Raise awareness with staff, students and the wider community.
- Act on data gathered in the 'Tell Them from Me' survey to inform further direction and assess prevention strategies.
- Discuss Bullying at assembly so that students can identify, support each other and know what is bullying and who to tell
- Utilise the Police Liaison Officer to inform students about the consequences of bullying where appropriate.
- Teach specific strategies to reinforce the anti-bullying message through the;
 - K-6 PD/H/PE syllabus
 - Friendly Schools and families
 - Schools Positive Relationships Program
- Communicate to all parties that reasonable disciplinary action conducted in a reasonable manner does not constitute bullying.

Classroom strategies:

- Class expectations,
- Classroom discussion on bullying incidents (as pertinent to class or specific bullying incidents).
- Anti-bullying lessons taught through the relationships theme of the Interpersonal Relationships strand in the Personal Development, Health and Physical Education Syllabus.

Early Intervention

Glenbrook Public School's approach ensures students understand bullying through school PD/H/PE programs and discussions

Early identification of bullying behaviour is vital if our school is to effectively manage bullying.

Some students may be identified as using bullying behaviour. Some strategies to deal with this are;

- Use of social skills programs
- Use of social stories and role play situations
- Development of a plan of action on how to cope with situations
- Ensuring every student is aware of something they are good at and celebrate their successes
- Referring students to Learning Support Team
- Promoting leadership within the school amongst the students
- Discussing concerns with parents
- Possible interaction with the school counsellor where appropriate.

Students who are bullied may:

- Feel frightened, unsafe, angry, unfairly treated, embarrassed, alone, isolated
- Have lots of tears, visit sick bay frequently
- Suffer from illness, school exclusion, truancy, withdrawal, loss of self-esteem, clinging behaviour, paranoia, bed-wetting, anxiety, depression, not sleeping
- Have difficulty concentrating and academic performance may deteriorate, feel worthless, helpless and not know what to do about the situation.

Response

Response to bullying at Glenbrook Public School:

Act promptly	Reports should be investigated responded to quickly, reasonably and within established timelines. Relevant parties should be advised of how long it will likely take to respond to the report and should be kept informed of the progress to provide reassurance the report has not been forgotten or ignored. All allegations of bullying must be reported to the teacher.
Treat all matters seriously	All reports should be taken seriously and assessed on their merits and facts.
Maintain confidentiality	The confidentiality of all parties involved should be maintained. Details of the matter should only be known by those directly concerned.
Ensure Fairness	All parties are listened to equally and with the same respect for their wellbeing.
Communicate process and outcomes	All parties should be informed of the process, how long it will take and what they can expect will happen during and at the end of the process. Should the process be delayed for any reason, all parties should be made aware of the delay and advised when the process is expected to resume. Finally, reasons for actions that have been taken and in some circumstances not taken should be explained to the parties.

Keep Records	<p>The school uses a tracking sheet which needs to be applied to all cases of identified bullying or following up reports to determine case of bullying.</p> <ul style="list-style-type: none"> • when the report was made • to whom the report was made • the details of the issue reported • action taken to respond to the issue • any further action required – what, when and by whom <p>Records should also be made of conversations, meetings and interviews detailing who was present and the agreed outcomes.</p>
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In addition, when responding to bullying incidents, school staff will:

- Investigate the incident by interviewing all parties.
- Ensure students identified as exhibiting bullying behaviours complete a reflection form appropriate to their age/ability level. This form will be completed in the presence of one of the school's executive team who will also discuss the consequences as defined in the school's student welfare policy.
- Inform parents and carers of all parties involved of the identification of bullying and invite them to assist in the planning of support strategies.
- Seek support of welfare personnel within and outside the school if the interventions need further collaborative procedures to be implemented.
- Design, implement and monitor programs for each individual case of bullying appropriate to the type of bullying and the age of the parties involved.
- Record all incidents electronically on Easy School Reporting.
- Continue to consult and provide feedback on the programs implemented to all those involved in the planning stages.

Further Support:

- Bullying! No Way! This website is the preferred site to direct all parties involved. It provides information to support programs implemented by staff and parents to support the child.
- The Police Youth Liaison Office works closely with our school on managing and avoiding Cyber Bullying so a strong link exists with our local police and would be employed for reporting incidents involving assault, intimidation or harassment.
- The Mandatory Reporter Guide of the Child Wellbeing Unit can be employed by any staff member and will guide the direction that should be followed in regards to further external support. All case information is filed in a secure location.
- The Department of Education Complaints Handling Policy is available to staff through the intranet to support any needs that may arise in a situation being managed.

Strategies the school will use to identify patterns of bullying behaviour

Patterns of bullying behaviour are in most cases identified by monitoring incident reports registered by the school executive staff on the student tracking and recording system (ESR). Serious matters requiring further involvement of staff are brought to the attention of the Principal following tracking of behaviours through regular discussions and updates at Learning Support, Positive Behaviour Learning, Stage and Executive meetings.

Keeping the school community informed

The Anti-Bullying Plan and policy will be available through the school website and communicated through the school newsletter. The school will evaluate the Anti-Bullying Plan policy every three years in consultation with the Learning Support Team, the Positive Behaviour team and the school Parents & Citizens Association. The School Community, students and staff will be surveyed on the effectiveness of our schools' Anti-Bullying Policy through the 'Tell Them from Me Survey' as appropriate.

Additional Information

Kids Helpline 1800 55 1800

<http://bullyingnoway.gov.au/>

<http://friendlyschools.com.au/fsp/>

<http://www.bullying.org/>

<http://www.schoolatoz.nsw.edu.au/wellbeing/behaviour>

Principal's comment

This plan is developed in consultation with the school community

David Brown

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School contact information

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