



# Anti-bullying Plan

Revesby South Public School

*Updated November 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.

# Our 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 was developed by members of the school executive at RSPS with consultation from Student Representative Council and the Parents & Citizens Association.

## 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.

Students learn best in environments in which they feel safe. Bullying devalues, isolates and frightens people so that they no longer believe in their ability to achieve. They have long-term effects on the perpetrators, their targets and the onlookers.

Every student has the right to expect that he or she will spend the day – both in and out of the classroom – free from bullying and intimidation. This plan is designed to meet the expectations of good discipline where there will be no violence, discrimination, harassment, bullying or intimidation by abiding by our school rules and expectations. These are:

### RULES

- Be Safe
- Be Respectful
- Be an Active Learner

RSPS aims to:

- reinforce within the school community what bullying is and that it is unacceptable behaviour.
- reduce the amount of bullying that occurs at RSPS.
- assist students to resolve conflicts and differences without bullying.

- encourage all members of the school community to be alert to signs and evidence of bullying, to have a responsibility to report it to teachers, parents and/ or peers.
- ensure that all reported incidents of bullying are followed up appropriately and that support is given to victims and the bullies.
- seek parental and peer group support and co-operation at all times.
- educate students, teachers and parents in anti-bullying actions.
- foster a happy school climate where students feel safe and confident that teachers will listen and follow through concerns.
- reinforce safe internet usage and understand what cyber bullying is and its negative impact on individuals.

## Protection

Bullying is an “attack” which causes distress not only at the time, but also by the threat of future attacks. It usually involves an imbalance of power.

Bullying behaviour may consist of:

### Physical:

- hitting/punching/ pushing/shoving/ kicking/ tripping
- throwing objects
- taking or damaging other’s belongings/stealing from others
- spitting at others
- intimidation-making someone do something they don’t want to do
- aggressive body language such as standover tactics, pulling faces, “evil eye” looks and gestures

### Verbal:

- verbal or written abuse such as name-calling, mimicking, spreading rumours, sarcasm and ridiculing for correct or conscientious behaviour.
- threatening
- swearing at others
- ridiculing (making fun of) another person because of their actions, appearance, physical characteristics or cultural backgrounds.
- overconfident manner
- consistent appropriation of best equipment
- unsolicited critical remark

### **Indirect:**

- spreading rumours
- ignoring or excluding others
- writing notes
- choosing not to tell if you see another person being bullied
- hiding, stealing or damaging property

### **Cyber Bullying:**

- sending of abusive texts or emails
- taking and sharing unflattering or private images
- posting unkind messages or inappropriate images on social networking sites
- excluding individuals from online chats or other communication
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly and for no strategic reasons attacking players in online gaming
- stealing passwords

**Please note that most social networking sites are not age appropriate for primary aged students and by joining them are a breach of their conditions**

### **A whole-school approach**

The National Safe Schools Framework acknowledges the strong interconnections between student safety, student wellbeing and learning. Bullying is less likely to occur in a caring, respectful and supportive teaching and learning community.

The framework's nine evidence-based elements help schools implement a planned whole-school approach to promote student safety and wellbeing and to prevent and respond to bullying, when it does happen.

In preventing and responding to bullying in schools, it is important to focus on environments where bullying happens, including:

- in the classroom
- online
- on the playground and other areas.

Bullying is less likely to occur in a caring, respectful and supportive teaching and learning community.

Elements that contribute to a planned whole-school approach

## **The Anti-Bullying Plan – NSW Department of Education**

The following nine evidence-based elements help schools implement a planned whole-school approach to promote student safety and wellbeing and to prevent and respond to bullying, when it does happen.

### [Leadership commitment](#)

School leaders work to establish approaches and procedures that promote a positive school climate in which bullying is less likely to occur.

### [Supportive and connected school culture](#)

Bullying is less likely in a culture that actively promotes positive, caring relationships among students and staff and between the school and home.

### [Policies and procedures](#)

Successfully preventing and responding to bullying requires clear and widely communicated anti-bullying strategies and practices.

### [Professional learning](#)

Staff training builds the capacity of school staff by developing knowledge, skills and strategies to prevent and respond to bullying.

### [Positive behaviour support](#)

Effective whole-school approaches provide a framework for schools to support positive behaviour for all students and for groups of students or individual students who require more intensive and individualised support.

### [Engagement, skill development and curriculum](#)

Student engagement, the school curriculum and teaching cooperative and relational skills which support appropriate social and emotional behaviour are interrelated features of safe and supportive schools.

### [A focus on student wellbeing and student ownership](#)

Wellbeing contributes significantly to the learning outcomes of students. Encouraging student voice promotes the important role students play in developing a positive school culture.

### [Early intervention and targeted support](#)

Identifying 'at risk' students and providing support before an issue emerges or escalates helps to build and maintain a safe environment.

## [Partnerships with families and community](#)

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour.

### **Responsibilities of Teachers and Parents**

Teachers, parents and the community can be positive role models such as modelling positive, inclusive, respectful behaviour in the classroom, playground and at home.

Teachers and parents are in a very effective position to assist students deal with incidents of bullying by challenging them when they occur.

There are observable behaviours in the classroom which may indicate that bullying is going on. A process the teacher could follow if bullying is reported is:

- listen carefully to the 'target student', and if the incident is minor, offer advice.
- if disciplinary action is required, follow protocols set out in School Welfare and Discipline Policy by linking the behaviour to appropriate disciplinary action taken, record incident on SENTRAL Wellbeing (database). Counsel the perpetrator and target student in a timely manner, if not immediately. For serious repeated bullying, refer the matter to a member of the Executive.
- follow up with student to check on the situation.
- refer the perpetrator or the target student to the Learning Support Team or School Counsellor if there appears to be a need for counselling or skill development.
- for more serious incidents, inform parents of the targeted student and perpetrator and state school's expectations of respectful and safe behaviour and the consequences (for perpetrators) and support mechanisms (for targeted student) that will be in place

The following suggestions are made to parents through print materials and at parent information meetings:

- take an active interest in your child's social life and in what is happening at school.
- encourage your child to bring friends home and to accept and tolerate differences in others
- build your child's self-confidence by recognising and affirming his/her positive qualities and by valuing him/her for who he/she is.
- discuss with your child the school's expectations about behaviour, the ways to respond if their rights are infringed and keep access to technology in a public part of the house so content and use can be monitored.

### **Responsibilities of Students**

- to maintain the school expectations of behaviour at all times by following our school rules
- to show consideration and respect and to support others
- to 'tell or inform' a teacher or parent if they are being bullied or if they see someone being bullied – both at school and on the way to and from school
- to attempt to use strategies to deal with bullying incidents

## **Prevention**

It is important that the school community address the underlying causes of bullying by analysing school organisation, class and playground structures and the effective implementation of school programs.

Some of RSPS specific school programs include:

- Positive Behaviour for Learning (PBL)
- Social Skills Programs (Rock & Water/ Bounce Back)
- Peer Support that focuses on PBL
- Life Skills Program
- Buddy Program
- Child Protection
- Student Welfare Policy and Practices

- Active supervision of students in all contexts and appropriate intervention when bullying occurs.

## Early Intervention

- Implementation of PBL and Social Skills programs such as Rock & Water and Bounce Back
- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours and afforded leadership opportunities within the school
- Teachers use school discipline system if an incident of bullying occurs. Perpetrators will be entered into SENRAL Wellbeing data base for tracking. Target students develop a plan of action if bullying occurs again.
- Executive are alerted to serious or ongoing incidents of bullying.

## Response

### What a student can do if you witness bullying or racism

- Help someone who is being bullied. Remember that nobody deserves to be bullied.
- If possible, show the bully that you and your friends strongly disapprove of bullying and racism.
- Say things like “cut it out” or “leave him/her alone”.
- Offer support and friendship to students who are bullied. Encourage the person being bullied to seek help from teachers or parents.
- Seek help. Report the incident to your teacher or another adult you can trust.

## The Anti-Bullying Plan – NSW Department of Education

### What parents can do if they suspect bullying or racism has occurred at school

Watch for signs of distress in your child. Some of the following may indicate bullying:

- not wanting to go to school
- persistent headaches or feeling sick
- missing equipment
- wanting extra money
- damaged clothing or property
- bruises or cuts or other injuries
- becoming withdrawn
- losing self-confidence
- lack of interest in social events
- lower academic performance

If you are worried that your child is being bullied, ask him/her directly. Reassure your child that you will help them sort out the problem. If your child feels she/he can't tell anyone at school you should inform the school immediately that your child is being bullied. Do not encourage your child to fight or back answer. Be willing to attend an interview at school if necessary. Be willing to tell the school of any cases of suspected bullying even if your own child is not directly affected. Support the school, by telling your child that bullying is not acceptable anywhere, at any time.

Students who have engaged in serious acts of bullying involving assaults, threats, intimidation or harassment may require the involvement of the police, Child Wellbeing Unit or Community Services where appropriate.

### Consequences

As a consequence of bullying, a range of options are available depending on the students and the nature of the situation. Reports of bullying will be carefully investigated and any disciplinary action will be in accordance with the RSPS Student Welfare and Discipline Policy. Some of these may be: counselling,

restitution (making amends), time-out (detention), exclusion from events or some other logical consequence.

Parents of the students involved will be contacted about serious or repeated bullying incidents. Parents may also be contacted in regard to lesser bullying episodes.

Repeated bullying may lead to suspension from the school.

### Additional Information

Snr Constable Danny McManus - Police Youth Liaison Officer (YLO) 9646 8692

Kids Helpline – 1800 55 1800

### Plan developed by:

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### School contact information

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