

Anti-bullying Plan

Regentville Public School - Revised February 2018





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 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.

Regentville Public School's Anti-Bullying Plan forms part of the school's focus on positive wellbeing. Our school Wellbeing Team continues to develop strategies to ensure our students are positive engaged learners, and to ensure that all members of the school community are part of a safe, positive, respectful environment. The Anti-Bullying Plan is shared with the wider school community in conjunction with the promotion of the benefits of building positive relationships. Copies of this policy are made available to new enrolments and can be accessed on the school's webpage. Regular review of this policy is built into the school's management plan.

Statement of Purpose

Regentville Public School is committed to promoting and providing a positive culture and a safe and caring environment where bullying is not accepted, and where all members of the school are respected. Every member of the Regentville Public School community has the right to be a part of a school environment without being bullied, harassed or intimidated.

At Regentville Public School, all allegations of bullying are taken seriously. It is the responsibility of the school to ensure that the processes outlined in this policy are adhered to. Our Anti-Bullying Policy aims to deal effectively with and prevent incidences of bullying within the whole school community.

Protection

Definition:

Bullying is a form of harassment. It is the repeated physical, verbal or indirect (social or psychological) abuse of an individual or group by another individual or group. Bullying can take the form of in-person or cyber harassment. Bullying behaviours deprive individuals and groups of their rights, jeopardise physical and emotional safety and undermine the wellbeing of members of our school community.

Bullying can occur between students, between adults, or between adults and students.

As a school community, we have a shared responsibility to take positive and consistent actions to deal effectively with bullying.

The Regentville Public School community considers the following behaviours to be bullying:

Physical: Hitting; pushing; kicking; spitting; shoving; forcing others to hand over money, food or belongings; making someone do something they do not want to do; stealing from others; damaging the belongings of others

Verbal: name calling; teasing; insulting; put-downs; threatening; ridiculing another person because of their appearance, actions, physicality, cultural background or beliefs

Indirect (social and psychological, cyber): Excluding others from an activity or group, physically and electronically; spreading untrue stories or rumours about others personally or electronically; making inappropriate gestures; taking, hiding or damaging the belongings of others; sending abusive or unkind emails or text messages; inappropriately using websites, social media or camera phones; taking, sharing and/or posting inappropriate or private images; assuming the identity of others and

representing them in a negative manner; stealing and misusing the passwords of others

Staff Responsibilities:

- To model appropriate behaviour at all times
- To promote our PBL goal of students as 'Safe, Respectful Learners'
- To treat each report of bullying seriously, act on the report promptly and communicate incidences to relevant parties where required
- To implement strategies outlined in this policy, as well as those embedded in Child Protection learning experiences, in order to promote positive relationships that incorporate strategies to address bullying
- To monitor and track incidences of bullying and respond in an appropriate and timely manner

Student Responsibilities:

- To show consideration, respect and support for others
- To uphold our goal of being 'Safe, Respectful Learners'
- To report bullying – whether directly or indirectly involved – both at school and on the way to and from school
- To develop and attempt to use learnt strategies to deal with bullying incidents

Parent/Guardian/Caregiver Responsibilities:

- To be aware of and support the school's Anti-Bullying Plan, as well as the PBL goal for students to be 'Safe Respectful Learners'
- To encourage their children to show consideration, respect and support for others
- To encourage their child to adopt learnt strategies to deal with bullying
- To encourage their child to report bullying – whether directly or

indirectly involved – both at school and on the way to and from school

- To inform the school if bullying is suspected
- To take an active role in their child's school life and watch for signs that their child may be involved in bullying

Prevention

Regentville Public School fosters a whole-school approach to preventing bullying by focusing on a supportive, caring, respectful teaching and learning community.

The following strategies and programs are considered and implemented at Regentville Public School as a planned whole-school approach to promote safety and wellbeing and to prevent bullying:

- Teaching about bullying through whole-school programming aligned with Child Protection education experiences
- Teaching specific social and emotional skills through whole-school programming i.e. You Can Do It! Education, including supporting diversity
- Engaging staff in professional learning in order to adopt a whole-school comprehensive mental health and wellbeing framework i.e. KidsMatter
- Fostering an evidence-based whole-school systems approach that establishes positive social expectations for all in the school community and provides a framework for the school and its community to collectively support the wellbeing of every student i.e. PBL
- Providing students and staff with the knowledge and skills associated with the responsible use of technology and behaviour online to ensure safety and appropriate practice

Early Intervention

Regentville Public School will implement the following strategies and programs to provide support to students who have been identified as being at risk of developing difficulties with social relationships and those who have previously experienced or engaged in bullying behaviour before an issue emerges or escalates:

- On-going monitoring by class teachers, stage teams, Learning Support Team and the Wellbeing Team of students who have experienced bullying
- Identification of at risk students by class teachers for inclusion in programs run by the school counsellor i.e. Mr Scary
- Identification of students that may benefit from social interaction and social relationship programs i.e. RACE Team, GLOW Girls
- Ongoing monitoring of students who have engaged in bullying behaviours through the school's behaviour communication tool and associated log database
- Learning Support Team members and school counsellor to embed the principles of targeted intervention programs to support students classified as 'Tier 2' in developing positive ways of engaging in the playground with their peers.

Response

Regentville Public School takes reports of bullying, including cyberbullying, seriously. The primary aim of our school's response is to restore a positive school environment for all involved.

Reporting of incidents is actively encouraged so that measures can be taken to stop these behaviours. All reports are handled in a sensitive matter and are investigated, followed up and recorded.

When a report of bullying has been made, the following steps will be taken:

- Investigating teachers will interview the alleged victim/s. This involves fact-finding, building their awareness of their rights and

responsibilities, reassuring them and determining the result desired for the situation.

- Investigating teachers will interview the alleged perpetrator/s. This involves a calm discussion of the situation as one that needs a resolution. They will be encouraged to talk about their involvement, building their awareness of their rights and responsibilities.
- Victim/s and perpetrator/s will be brought together to discuss the situations and hear each other's point of view with the teacher acting as mediator.
- An action plan will be developed, and arrangements made for the plan to be monitored by supervising teachers and executive.

These steps align with the research outlined in the 'Anti-bullying interventions in schools – what works?' document published by CESE (https://antibullying.nsw.gov.au/media/documents/Anti-Bullying-in-Schools_What-Works.pdf).

This process aims to be positive and restorative rather than punitive. The intention is that interviews and follow up will take place in a timely manner.

Parents/guardians/caregivers are encouraged to be part of the response process.

Detailed records are kept of all incidents and alleged incidents of bullying.

Where relevant, reporting to other agencies may be necessary. Such reporting will take place at the discretion of the Principal or their representative in accordance with mandatory reporting guidelines. This may include contact with the Child Wellbeing Unit, Family and Community Services and the Police. In these circumstances, the Mandatory Reporter Guide is often used to determine appropriate action (<http://www.keepthemsafe.nsw.gov.au/>).

Regentville Public School's Anti-Bullying Plan, and those strategies and programs outlined in the plan, are promoted and publicised through various methods of communication.

The effectiveness of Regentville Public School's Anti-Bullying Plan will be reported on annually to the school community through the annual school plan and reviewed at least every three years as part of the school's tri-annual review and planning cycle.

Principal's Comment

At Regentville Public School, we are committed to supporting all students in a safe and positive learning environment. We continue to work, in collaboration with our students and wider school community, to develop strategies to support children in dealing with bullying. We value the cooperation of our parents in reporting any issues or concerns they may have to the school so that we can assist our students. It is our aim that every child is able to be a positive, engaged learner in an environment that promotes safe, respectful citizens.

Additional Resources and Support Documents

Anti-bullying interventions in schools – what works?

(https://antibullying.nsw.gov.au/media/documents/Anti-Bullying-in-Schools_What-Works.pdf)

Bullying: Preventing and Responding to Student Bullying in Schools Policy (<https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy>)

Bullying preventing and responding to student bullying in schools – Guidelines (<https://education.nsw.gov.au/policy-library/associated-documents/Bullying-Preventing-and-Responding-to-Student-Bullying-in-Schools-Guidelines.PDF>)

NSW Anti-bullying website (<https://antibullying.nsw.gov.au/>)

Bullying. No Way! Website (<https://bullyingnoway.gov.au/>)

Mandatory Reporter Guide (<http://www.keepthemsafe.nsw.gov.au/>)

KidsMatter website (<https://www.kidsmatter.edu.au/>)

The Anti-Bullying Plan – NSW Department of Education and Communities

Beyond Blue website (<https://www.kidsmatter.edu.au/>)

Kids Helpline website (<https://kidshelpline.com.au/>)

eSafety education resources website

(<https://www.esafety.gov.au/education-resources/classroom-resources>)

Protecting and Supporting Children and Young People Policy

(<https://education.nsw.gov.au/policy-library/policies/protecting-and-supporting-children-and-young-people-policy?refid=285835>)

Protecting and Supporting Children and Young People – Procedures

(https://education.nsw.gov.au/policy-library/associated-documents/protecting_proced.pdf)

Student Welfare Policy (<https://education.nsw.gov.au/policy-library/policies/student-welfare-policy>)

The Wellbeing Framework for Schools

(https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)

Positive Behaviour for Learning website

(<http://www.pbl.schools.nsw.edu.au/>)

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- Staff of Regentville Public School
- Members of P and C

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