

# ANTI-BULLYING PLAN

## Our School Context

Beecroft Public School is an inclusive environment, where diversity is affirmed and individual differences are respected.

Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment.

The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

The wellbeing, safety and health of students is a cornerstone of all school policies, programs and practices.

Partnership with parents and the wider community is considered central to the success of addressing bullying when it occurs in our community.

## Our Values and Expectations

Bullying must be taken seriously and is not acceptable in any form.

Students and teachers 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 engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying. Teachers, parents and other adult members of our school community have a responsibility to model positive behaviour for their children and other students in our school community. Such modelling involves positive interaction on a daily basis but also appropriate reactions if bullying occurs.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

## Identifying Bullying

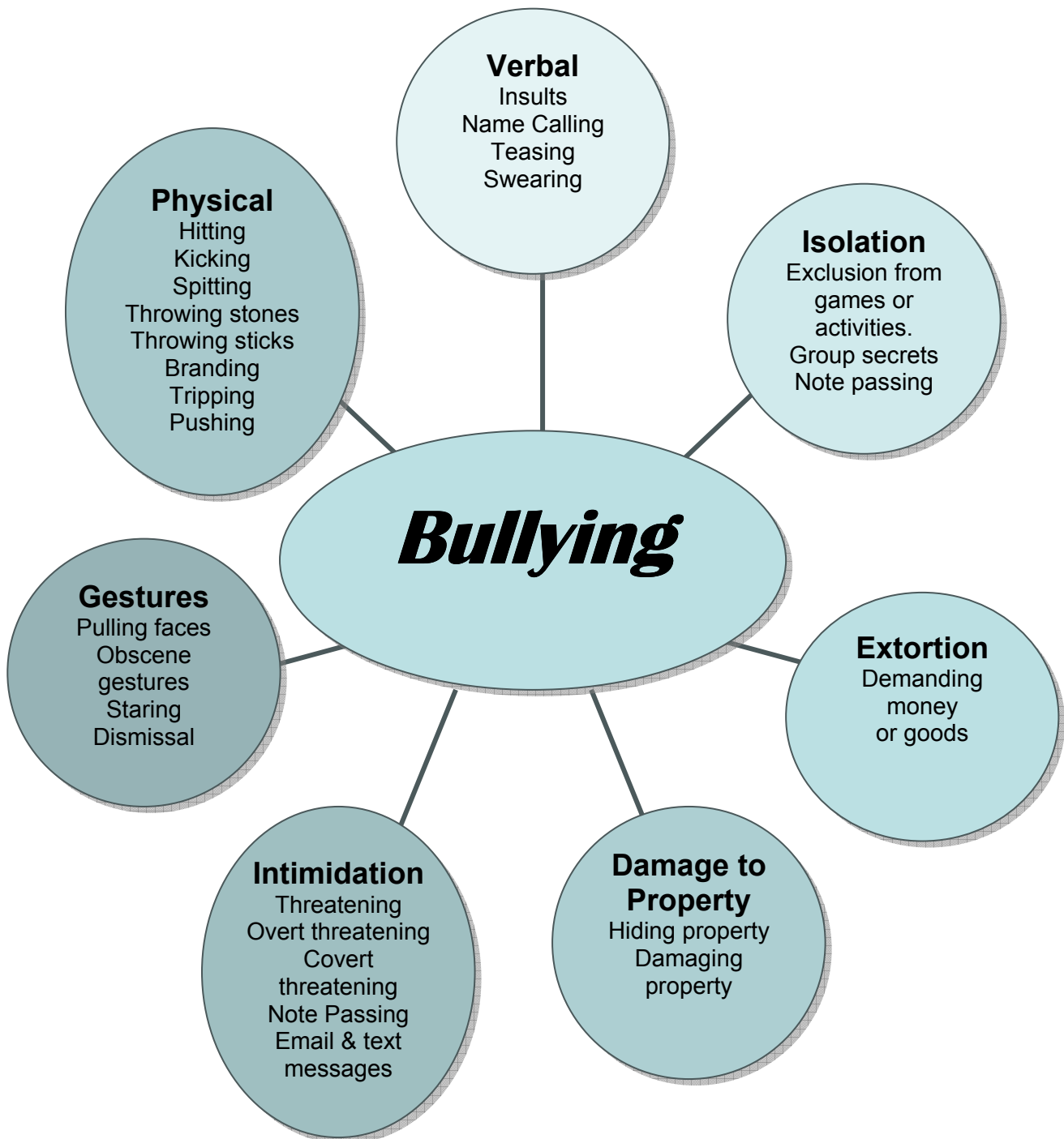
Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

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, physical, social, psychological or cyber.

## Types of Bullying:

There are many forms of bullying but those listed below are identified as the most common.



# ANTI-BULLYING - SCHOOL PROGRAMS AND PROCEDURES

## Our School Position

**Students, teachers, parents and the community will be aware of the school's position on bullying, which is zero tolerance.**

The school has a four-point plan to implement anti-bullying, which includes:

1. Primary Prevention
2. Early Intervention
3. Intervention
4. Post Intervention

## Primary Prevention

- Maintenance of a positive school climate that acknowledges that bullying is not tolerated within the school community
- A focus will be maintained with:
  - classroom posters that identify what bullying is, the different types of bullying and strategies for dealing with bullying when it occurs
  - K-6 Lessons that focus on bullying conducted during term 1 to reinforce forms of bullying and how to deal with issues that arise
  - The Peer Support Foundation program *Together We Can Work It Out* used regularly as part of the school peer support program cycle
- Professional development for staff related to bullying and the strategies to counteract it
- Community awareness and input relating to anti-bullying, its characteristics and the school's programs and response. (e.g. weekly newsletter, parent forums)
- Provision of programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills, e.g. Values Education Program (Terms 1-4), Peer Support (Term 2), Child Protection (Term 3) and Drug Education (Term 4)
- Staff supervision of set area in playground
- Assurance that students know and understand what behaviour is acceptable in the school (i.e. consistent classroom/school rules displayed in the school)
- Maintenance of staff commitment to acknowledge victims of bullying and deal with bullying incidents

## Early Intervention

- Students to be encouraged to report bullying incidents involving themselves or others

- Teachers to regularly remind students to report incidents. Students to be reminded that reporting is not dobbing
- Parents encouraged to contact the school if they become aware of a problem
- Students recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs
- Executive alerted to incidents of bullying
- Bullying surveys conducted on a class or stage basis as the need arises
- When appropriate, bullying incidents recorded in the electronic misbehaviour file

### **Intervention**

- Once identified, the bully, victim and witnesses to be spoken with, all incidents or allegations of bullying to be fully investigated and documented
- Consideration as to why the bullying occurred to be investigated. (e.g. 'the bigger picture' or contributing factors)
- Both bully and victim to be offered basic assistance and support (e.g. outside school resources through counselling may be utilised if deemed necessary)
- A meeting of relevant persons to be convened following identification of on-going bullying behaviour. This meeting may involve some or all of the following: Principal, Deputy Principal, Grade Supervisor, Class Teacher, Learning Support Team members, School Counsellor, parents and students. All issues relevant to the behaviour of the student(s) to be considered

### **Post Intervention**

- Beecroft Public School's Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground
- Possible consequences may involve:
  - Warning
  - Removal to the grade supervisor, deputy principal or principal
  - Parental contact
  - Negotiated contract
  - On-going monitoring
  - Timeout from the class/ playground
  - Community service
  - Mediation sessions with the victim to reconcile differences
  - Development of an 'Individual Behaviour Program'
  - Referral to external agencies e.g. Behaviour Team
  - Behaviour guidance programs (e.g. anger management, social skills)
  - Suspension

## **ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED**

The student should be encouraged to –

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (School Counsellor, Class Teacher, Grade supervisor, Principal, parent, peer)
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily

Other 'self protective' strategies that might be suggested include:

- Staying away from the bully, or places where bullying occurs
- Be with supportive friends

## **ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE ELSE IS BEING BULLIED**

Students should be made aware that witnesses to bullying have a very powerful role to play.

Early intervention can defuse conflict situations before bullying sets in or gets out of hand.

Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully
- Refuse to join in with the bullying
- Support students who are being bullied – just standing by them can help prevent bullying
- Tell an adult if you are concerned about the bullying
- It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else

## **THE ROLE OF PARENTS**

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
- in what is happening at school

### **Encourage your child**

- to bring friends home

- to accept and tolerate differences in others

### **Build your child's self-confidence**

- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is

### **Discuss with your child**

- the school's expectations about behaviour
- ways to respond if their rights are infringed

### **Encourage constructive responses**

- physical bullying or persistent teasing should be reported
- hitting back, retaliating or name-calling will not solve the problem

### **Set an example**

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do
- be positive in responding to bullying – don't overreact

### **Be alert for signs of distress**

- reluctance to attend school
- sudden decline in academic performance
- damaged clothing or frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities

### **Act**

- If you suspect that your child is being bullied at school, report it to a teacher, or a school executive. Your report will be followed up. Do not approach another child. Let the school do the investigating.

**BPS 2004**