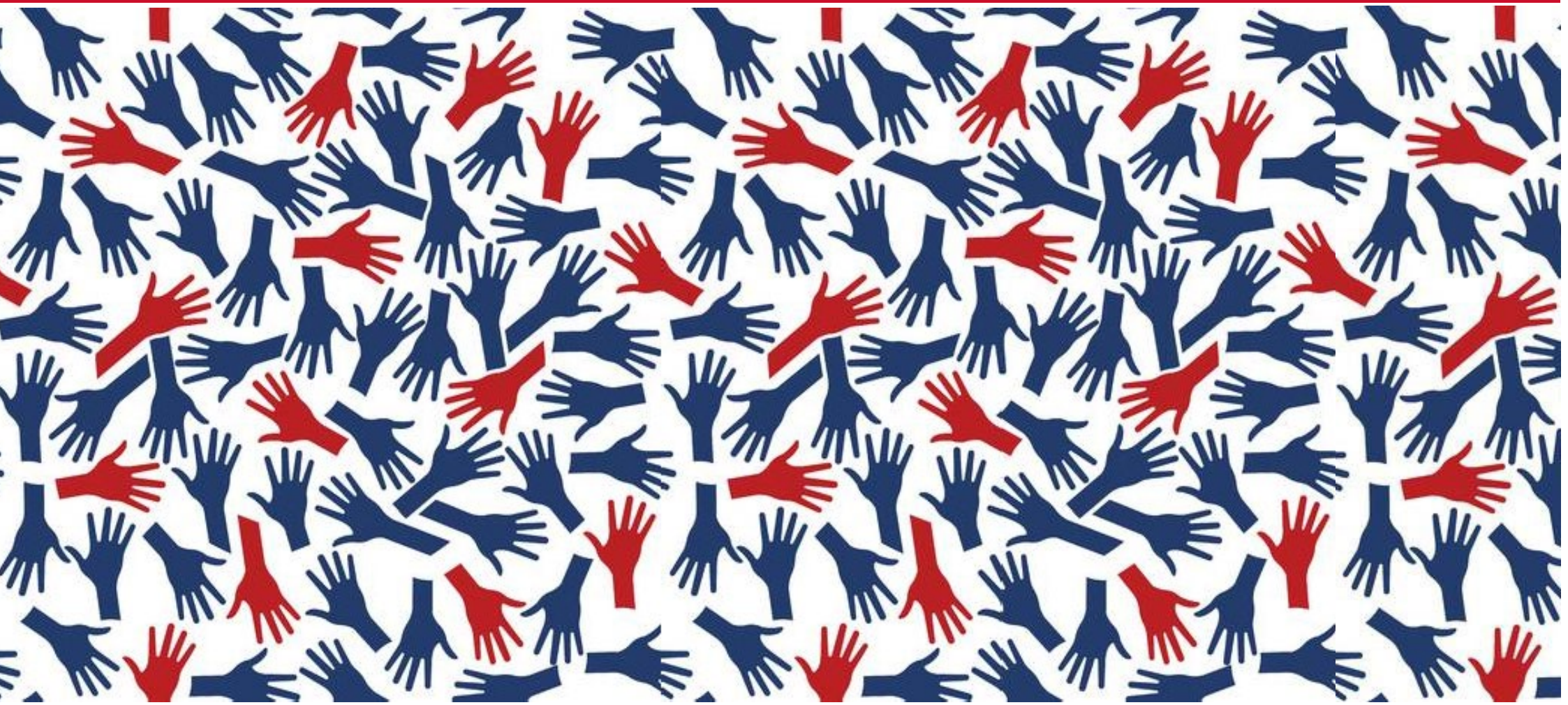


Bullying of Students – Prevention and Response Policy into the Student Behaviour Policy. Anti- Bullying Plan Dee Why Public School



Bullying: Preventing and Responding to Student Bullying In Schools Policy (2011)

Implemented 2018 and reviewed 2024

The NSW Department of Education 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.

This school anti-bullying plan applies to all student bullying behaviour, including cyberbullying, that occurs in NSW government schools and preschools, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

What is 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. 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. 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.

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 Communities.

Students, staff, parents and carers have a shared responsibility to create a safe and happy environment, free from all forms of bullying. As a school community we will implement, evaluate and review this plan on an annual basis through our student welfare committee.

Statement of purpose

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.

This Anti-Bullying Implementation Plan lists the strategies to ensure that Dee Why Public School staff, students and community follow practices to protect, prevent and respond to bullying in line with the DoE policy on *Student Discipline in Government Schools*.

Our anti-bullying implementation plan focusses on preventing bullying in key environments including the classroom and playground; promoting a culture of reporting bullying; and partnering with parents and carers.

Protection

Our school does not tolerate bullying behaviour. Every person has the right to feel protected at school and it is our responsibility to develop a shared understanding of bullying behaviours. Students, parents and staff have an individual and shared responsibility to build a climate of positive

wellbeing by preventing and responding to bullying behaviour. This encompasses a range of options available to deal with unacceptable behaviour, including suspension and expulsion.

What does bullying look like? Some examples of bullying are:

Verbal	Physical	Social	Psychological
<ul style="list-style-type: none"> name calling threatening to hurt someone teasing someone about their family, their clothes or how they look abuse swearing putdowns insults sarcasm racism 	<ul style="list-style-type: none"> pushing poking shoving kicking pinching flicking things hitting punching scratching spitting throwing things 	<ul style="list-style-type: none"> ignoring excluding victimising – “ganging up” against others telling people they are not your friend making inappropriate gestures inappropriate use of social networking sites such as Facebook and Instagram 	<ul style="list-style-type: none"> spreading rumours hiding someone’s belongings e.g. bag, lunch, hat, sending hurtful notes, emails, SMS or MSM messages dirty looks damaging property inappropriate use of phones, mobile phones and camera phones inappropriate use of photographs

Through the school’s implementation of the positive behaviour learners (PBL) program, we aim to have a positive climate of respectful relationships where bullying is less likely to occur.

Prevention A whole-school approach

Bullying among children is a serious matter. At Dee Why Public School we maintain a holistic, whole school approach to bullying prevention, centred around our school’s PBL core values of *Respect, Responsibility and Personal Best*.

The curriculum includes educational content that supports students to develop social and emotional competencies and learn appropriate ways to respond to bullying behaviours.

PBL at Dee Why Public School is a whole school framework aimed at fostering positive behaviour, thus having a positive effect on reducing bullying.

Our PBL initiatives promote 'upstander' behaviour, where bystanders play a critical role in the group dynamics of preventing and responding to bullying. We promote a culture of reporting bullying; a successful intervention that provides support for students and reflects our school wide value of being *respectful* and *responsible* learners.

Student bullying and expectations about student behaviour will be discussed and information presented at assemblies to promote a positive school culture where bullying is not accepted.

Teaching targeted programs fosters social and emotional skills and resilience. At each year level, students participate in a unit of work entitled 'Understanding Bullying', as well as units focusing on positive relationships. In addition, students may participate in the "Got It" program, "Lifeskills" and "Let's Talk Body Image" lessons to support their social emotional capacity.

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Staff have completed training on *Trauma Informed Practice; Emotion Coaching* and some have completed *CPI Safety Intervention* training. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour as per PBL implementation.

Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Students also participate in units of work developed by the Australian Communication and Media Authority (ACMA) through the Cybersmart website at <http://www.cybersmart.gov.au>. Parents are also offered access to ACMA workshops to support their understanding of cyber safety.

The NSW Personal Development, Health and Physical Education

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Syllabus (2018) requires that students are taught the skills of problem-solving and ways to communicate effectively with others. Forming and maintain positive relationships is an integral part of our PBL wellbeing program and whole school values.

As part of our anti-bullying teaching program students learn the following:

- what bullying is
- how people feel who have been bullied
- how to ask for help
- what to do if they see someone being bullied
- how bystanders may be implicated in bullying
- that reported incidents of bullying will be taken seriously.

Part of our prevention program includes students understanding the NO, GO, TELL process.

No:	<ul style="list-style-type: none">■ speak in a firm, clear voice and ask the bully to stop.■ don't fight back physically or verbally.
Go:	<ul style="list-style-type: none">■ walk away.■ find a friend or peer mediator.■ play with friendly children.■ play somewhere else in the playground.
Tell:	<ul style="list-style-type: none">■ tell the teacher on playground duty and your classroom teacher, your parents or the principal.■ keep telling an adult until the bullying stops.

Early Intervention

Early identification of bullying is essential for schools to effectively manage negative incidents. Schools must respond in a timely fashion when issues are identified as there is a clear understanding of the long- term negative effects on the victim and the perpetrator.

Dee Why Public School's PBL system outlines clear systems and procedures to minimise bullying.

When staff become aware of bullying the following will occur immediately:

- Gather information from students (victim and perpetrator)
- Check PBL data for any previous history
- Discuss with class teacher(s) and stage supervisor(s)
- Follow the PBL discipline procedures
- Raise incident with the Learning and Wellbeing Team meeting

Response

Any bullying incident reported will be taken seriously and acted upon immediately. Potential risk of serious harm to any student will be reported to the DoE's Child Wellbeing Unit.

If a bullying incident occurs, the teacher or staff member to whom the incident is reported will complete a Negative Incident Report in Sentral Wellbeing. After investigation, the teacher and a member of the executive will decide on the specific action to be taken. This may include:

- contacting parents to discuss the issue
- involving the school counsellor
- disciplinary action according to PBL guidelines
- suspension in serious cases
- follow up after resolution
- access to the School Counsellor and/or Student Wellbeing Officer.

The school executive involved will ensure teachers and school personnel are aware of the issue and the processes that have been put in place with regard to keeping the child safe.

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Restorative practices which prioritise repairing harm done to relationships over the need to punish, invite the student(s) responsible for bullying to meet with the student being bullied. This form of mediation is instrumental in reducing the likelihood of repeated bullying.

The school's Learning and Wellbeing team will monitor and evaluate the effectiveness of the anti-bullying plan annually. The team will review bullying incident report forms, follow up with the School Counsellor/Wellbeing Officer regarding any programs supporting students at risk, and raise any issues of concern with other relevant staff members. The outcome of the review will be shared with the school community in the Annual School Report.

The school's Learning and Wellbeing team will review the anti-bullying plan every three years with the school community through a teacher professional learning meeting and the P&C Association.

Responsibilities

Principal

Principals must ensure that the school implements an Anti-bullying Plan that:

- is developed collaboratively with students, school staff, parents, caregivers, and the community

Includes strategies for:

- developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.
- developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour.
- maintaining a positive climate of respectful relationships where bullying is less likely to occur.

- developing and implementing programs for bullying prevention.
- embedding anti-bullying messages into each curriculum area and in every year.
- developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
- developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.
- empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
- developing and publicising clear procedures for reporting incidents of bullying to the school.
- responding to incidents of bullying that have been reported to the school quickly and effectively.
- matching a planned combination of interventions to the particular incident of bullying
- providing support to any student who has been affected by, engaged in or witnessed bullying behaviour.
- providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents.
- identifying patterns of bullying behaviour and responding to such patterns.
- monitoring and evaluating the effectiveness of the Plan.

- reporting annually to the school community on the effectiveness of the Plan.

School Staff

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.

Parents

Parents and carers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line 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.

Students

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.

The School Community

All members of the school community have the 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.

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Principal's comment

Dee Why Public School's anti-bullying plan has been developed in consultation with teachers, parents and students. It has been presented to the school community and P&C, and available on the school's web site.

Mark Chaffer - Principal

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Communication

School expectations and rules are communicated e.g. displayed around the school and included in newsletters.

Documentation and Referrals

The school's Learning and Wellbeing Team will:

- support families with appropriate referral and support networks within the department and with local external agencies
- use Sentral data to guide resource allocation and class placement
- recommend strategies, agencies and resources to support teachers in providing an inclusive, safe and engaging learning environment.

Evaluation

The school's Discipline Plan was developed by:

Mark Chaffer – Principal

Skye Surrent Deputy Principal

Carmel Hillier – Learning Support Instructional Leader

Our implementation plan will be reviewed every 3 years.

School contact information

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Email: deewhyp.school@det.nsw.edu.au

Website: www.deewhy-p.schools.nsw.edu.au

Useful References

Kids Helpline www.kidshelp.com.au 1800 551 800

Police Youth Liaison Officers 9971 3341

1. Complaints Handling Policy

<https://education.nsw.gov.au/policy-library/policies/complaints-handling-policy>

2. Bullying: Preventing and Responding to Student Bullying in School Policy

<https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy>

3. Department of Education:

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm>

4. Mindmatters: <http://www.mindmatters.edu.au/>

5. Kidsmatter: www.kidsmatter.edu.au/

6. Cybersmart: www.cybersmart.gov.au/

7. National Coalition Against Bullying: www.ncab.org.au/ Bullying.

8. No Way!: www.bullyingnoway.gov.au