

GLENHAVEN PUBLIC SCHOOL



ANTI-BULLYING PLAN



Education

GLENHAVEN PUBLIC SCHOOL
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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.

Schools exist in a society where incidences of bullying behaviour may occur. Bullying must be taken seriously and is not acceptable in any form. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all department staff, students, parents, caregivers and members of the wider school community. Students 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. Bullying affects an individual's ability to achieve. Bullying 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 community have a responsibility to work together to address bullying.

1. Statement of Purpose.

Behaviour that affects the delivery of quality teaching and learning and interferes with the wellbeing of staff and students will not be accepted. Glenhaven Public School aims to provide an environment in which each student is personally involved, in which each can develop as a person of integrity, social conscience and courage. All members of the school community have a responsibility to maintain a safe and happy learning environment free from all forms of bullying.

At Glenhaven Public School we will:

- maximise student participation in decision making and ensure that principles of equity and fairness are reflected in school practice
- develop and implement policies and procedures to protect the rights, safety and health of all school community members
- establish clear guidelines and expectations in regards to core rules and behaviours which are known and understood by all school community members
- establish networks to support students and parents through the management of conflict resolution
- actively manage allegations of bullying
- initiate educational programs based around Anti-Bullying, Conflict Resolution and Leadership that actively prevent and manage bullying
- establish high expectations and promote zero tolerance of bullying behaviour.

2. Protection.

Definition.

Bullying is a **repeated** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or groups 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.

Conflicts or fights between equals or single event incidents are not defined as bullying. An occasional fight or argument between children is a fairly normal occurrence for most and, although unpleasant, is not viewed as bullying. Bullying behaviours may be overt or covert, and are categorised into four main types.

Physical	Verbal	Psychological	Social
<i>Any such activity that physically interferes with, harm or hurts</i>	<i>Any such act that causes harm or hurt as a result of verbal interaction</i>	<i>Any such act that causes social isolation, embarrassment or hurt</i>	<i>Any such act that causes social isolation, embarrassment or hurt.</i>
Hitting Kicking Spitting Pushing Shoving Tripping Scratching Throwing objects Taking or damaging belongings Standing over someone Stealing or hiding possessions	Name calling Insulting / swearing Repeated teasing Racist remarks Harassment Gossip Mocking Sarcasm Using words that suggest stupidly, ugliness or personal problems Making threat (with or without follow up) Making abusive phone calls/SMS or emails	Spreading rumours Exclusion Secrecy Isolation Rude gestures Staring Cyber bullying- all electronic forms of harassment Writing offensive notes Sexual innuendo	Ignoring Excluding Ostracising Alienation Making inappropriate gestures Following or stalking Laughing at someone's mistakes

Expectations

All members of the school community have a responsibility to implement the Anti-Bullying Plan by reporting bullying behaviour, promoting positive relationships within the school community and by supporting students to resolve incidents when bullying occurs. This will be achieved through the implementation of the Positive Behaviour for Learning flowchart for managing inappropriate behaviour and relevant Department of Education policies and procedures.

Responsibilities

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
- Respond in a timely manner to incidents and intervene in bullying situations
- Give a clear message that bullying is not acceptable
- Discuss bullying behaviours in the classroom and implement conflict resolution strategies
- Initiate serious talks with those who bully and their victims (and their parents when deemed necessary)
- Promote positive relationships that respect and accept individual differences and diversity within the whole school community
- Provide curriculum that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- Provide adequate supervision in the playground and classroom environments
- Educate students about bullying and empower students with strategies to reject bullying such as Peer Support programs
- Endeavour to protect the victim from further harm
- Record incidents of bullying in order to determine patterns of behaviour
- Encourage students to report incidents of bullying
- Report cases of bullying to the Principal, executive or staff through Positive Behaviour for Learning incident-reporting processes and Discipline and Well-Being Policy.

Students have a responsibility to:

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens
- Follow the schools Anti-Bullying plan
- Behave as responsible bystanders
- Report incidents of bullying according to the Anti-Bullying plans.

Parents and Caregivers have responsibility to:

- Support their children to become responsible citizens and to develop responsible online behaviour
- Be aware of the schools 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 Anti-bullying plan
- Report and refer incidents of school related bullying behaviour to the school and avoid personal intervention
- Encourage their child to develop friendships to support them
- Work collaboratively with the school to resolve incidents of bullying when they occur
- Support your child in developing their talents and participating in activities that will build their confidence in a supportive, safe and supervised environment.

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.

Schools have a responsibility to:

- Develop an Anti-Bullying Action Plan which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- Inform students, parents, caregivers and the community about the Student Discipline and Well-Being Policy and the Anti-Bullying Policy
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities of bystanders or observers
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences of inappropriate behaviour
- Communicate to parents and caregivers that they have an important role to play in supporting the resolution of bullying behaviour involving their children
- Follow up complaints of bullying, harassment, intimidation and victimisation.

3. Prevention

- All members of the school community will be informed of the school Positive Behaviour for Learning expectations of Respect, Responsibility and Personal Best system to manage inappropriate behaviour, Glenhaven Public School Discipline and Wellbeing Policy and Anti-Bullying Plan
- Glenhaven PS school and classroom expectations will define expected and appropriate behaviour for students in the classroom, playground, representing our school and while travelling to and from school
- The curriculum will support the Anti-Bullying Plan with quality teaching and learning activities to promote awareness of appropriate and protective behaviours aligned to syllabus documents
- School initiatives to promote a positive learning environment for all community members
- Parents informed of programs and school initiatives through home-school communication
- Teachers will have access to professional development focused on anti-bullying strategies.

Programs will be put into place, which will ensure:

- The development of a common language in regards to bullying, how it should be dealt with and building strategies for promoting positive behaviour
- The focus when dealing with bullying behaviour will be on behaviour change, a whole school approach through effective and consistent reporting, education, intervention, community involvement and Peer Support
- Consequences for bullying behaviour will be consistent with the School Discipline and Wellbeing Policy as well as Positive Behaviour for Learning Guidelines and Matrix
- Professional development for staff to promote common investigation techniques, questioning, recording and communication of issues
- Students are empowered in conflict resolution strategies.

School programs will aim to:

- Embed a philosophy of Anti-Bullying and zero tolerance into school life
- Provide students with conflict resolution skills
- Develop effective bystander skills
- Build productive school citizens who capably deal with a variety of social situations and willingly support their peers
- Encourage positive and supportive intervention
- Promote community education and problem solving skills
- Establish clear consequences for bullying activity
- Implement behaviour modification plans for students exhibiting ongoing bullying behaviour
- Encourage staff vigilance.

4. Early Intervention

School initiatives to promote a positive learning environment for all community members to minimise the likelihood of bullying incident include:

- Positive Behaviour for Learning and monitoring of data
- Peer Support programs
- Kindergarten Buddies
- Development of behaviour and risk management plans
- Games room
- Learning and Support Team consultation
- School Counsellor referral
- Friendship programs such as Circle Time

5. Response

- Incidents of bullying, harassment, discrimination and violence must be reported to the school who will respond as soon as possible. The reports may be written or verbal. Feedback on incident management will be provided to staff reporting the incident and any other relevant staff member/s
- The schools Discipline and Well-Being Policy will be implemented (including Department of Education Procedures for Suspension and Expulsion) in accordance with principles of procedural fairness, to manage incidents of bullying and harassment, discrimination and violence
- Access to the school counsellor if required or requested
- Ongoing monitoring by executive staff to support students who are learning new social skills to replace inappropriate behaviour and individuals affected by behaviour. Learning and Support team may also be involved in the monitoring process as required
- Information regarding inappropriate behaviour will be provided to parents of individuals involved within the bounds of privacy legislation. Provide information to parents, carers and students concerning the

complaints procedure if required.

- Complaints compliments and suggestions - NSW Department of Education
- The Child Wellbeing Unit or Community Services will be contacted by the school when considered appropriate
- Incidents involving serious assaults, threats, intimidation or harassment may be reported to the NSW Police and to Incident Report and Support Hotline: 1800 811 523.

Additional Information

Useful websites

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

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

Kidsmatter: www.kidsmatter.edu.au/

Cybersmart: www.cybersmart.gov.au/

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

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

Safe Schools Hub: www.safeschoolshub.edu.au

Related Policies

School Discipline and Well-Being

School Supervision

Student Code of Conduct

Principals Comment

As the Principal of Glenhaven Public School, I am committed to ensuring the culture of our learning environment is positive and supports the wellbeing of all community members. Our school implements programs and initiatives that promote positive and respectful interactions and responds to inappropriate behaviour utilising our school Wellbeing and Discipline Policy that is aligned to the Department of Education Policy. This plan will be available on our school website for community access and will be reviewed in 2020 or as circumstances require.

Staff involved in supporting the development of Glenhaven Public School Anti-Bullying Plan:

Kerry Maxwell – Principal

David Reid - Assistant principal

Janine Wilson - Assistant Principal

Belinda Reedman - Assistant principal

Tanya Sundfeld - Assistant Principal

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