



Education &
Communities

Anti-bullying Plan

PAGEWOOD PUBLIC SCHOOL 2017-2019





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 Communities.

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 (2011)** of the Department of Education and Communities. This plan has been developed by school staff and finalised with community members at a P&C meeting each year.

Statement of purpose

Pagewood Public School works in active partnership with its community to maintain an inviting and nurturing learning environment. We prepare students to embrace a challenging environment and take personal responsibility to strive for excellence. Inappropriate behaviour which interferes with teaching and learning and the well-being of students cannot be accepted.

Protection

Bullying, including cyber-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. "In around 20% of cases there's an element of provocation from the perceived victim toward the bullies." (Rigby)

A positive school culture which fosters student connection with both the school and the wider community will support the development of protective factors such as relationships, knowledge and skills.

To maintain a positive climate of respectful relationships where bullying is less likely to occur, we will:

- model and promote appropriate behaviour;
- develop a positive and pro-social school culture by reinforcing the school rules of *Be fair, Be safe, Be responsible, Be co-operative*;
- hold discussions about bullying and harassment within classes to promote a culture of respect and support;
- encourage victims and witnesses to participate in class discussions so that there is an understanding of how others feel;
- reinforce continually to all students that bullying is unacceptable and that behaving respectfully towards others is an expected part of school life.

Prevention

- classroom-based Personal Development Programs which promote resilience, life skills and social skills, assertiveness, resolution of difficult situations and communication skills.
- the Bounce Back social skills program
- the Child Protection Program
- the Drug Education Program
- the Buddy System
- developing positive Student Leadership roles
- maintaining an active Learning Support Team

Early Intervention

Counsellor support will be offered to students who are identified as being at risk of developing long-term difficulties with social relationships. Counsellor support will also be offered to those students who are identified at or after enrolment as having previously experienced bullying or having engaged in bullying behavior.

Students can expect that their concerns will be responded to immediately by school staff once the staff have been informed by the student, parent or another staff member.

Response

Process for teachers dealing with a report of bullying:

- Gather information about the incident.
- Determine whether the report is of bullying, poor social skills or conflict.
- Determine whether the incident is one-off or ongoing.
- Record the incident including date, time, location, children involved and details of the incident in SENTRAL. This will prompt a notification to the Principal, Assistant Principal and Class Teacher of those involved.
- Decide on the appropriate process for addressing the issue. Intervention methods used at Pagewood PS include the reflection time, restrictions on play area, redirection to other groups, restorative practices, mediation where the situation is ambiguous, providing strategies for the victim and working with bystanders. Involvement of the school counsellor is also an option,
- Make a judgement on whether to refer the incident to the Assistant Principal and/or Principal, based on the seriousness of the incident or repeated involvement of a particular child.

A response will occur the same or following day (or as soon as time permits) after receiving the report.

Within a week, contact should be made with the parents of a bullying victim to provide an update, within the bounds of privacy legislation.

Supporting the victim of bullying

There are a number of strategies and programs to support students who have been affected by, engaged in or witnessed bullying behaviour:

- Opportunities are provided for students to voice their concerns and formulate solutions, such as class meetings, Circle Time, individual approaches between teacher and student and during implementation of the Interpersonal Relationships strand of PDHPE.
- A referral to the School Counsellor for an individual child may be initiated by a parent or teacher.
- The School Counsellor may implement a social skills development group if appropriate.
- When necessary, teachers on playground duty may monitor particular children or groups of children more closely than usual. This monitoring may be of either the perpetrator(s) or victim(s).
- Playground supervision will include encouraging isolated students to join a group and reminding students of strategies to deal with conflict.

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

Communication

The Anti-Bullying Plan will be presented at a P&C meeting for discussion and ratification.

Once ratified, the school community will be informed in the school newsletter that the plan has been placed on the school web-site.

Using SENTRAL, the Executive team will monitor and evaluate the effectiveness of its Anti-bullying Plan. The school will report annually at a P&C meeting on the effectiveness of the Anti-bullying Plan.

Review

This plan will be reviewed every three years. The next review is due by the end of 2019.

Data used to evaluate the effectiveness of the plan could include:

- Incident reports, complaints and discipline referrals involving bullying of any type.
- Parent complaints about bullying
- Reports of playground incidents – nature, location and number
- Referrals to the school Learning Support Team for students who are identified as being at risk of developing long-term difficulties with social relationships or have experienced bullying or engaged in bullying behaviour.

Additional Information

The seriousness of the incident will be evaluated, especially incidents involving assaults, threats, intimidation or harassment.

Further responses may include:

- A report by the principal to the Child Wellbeing Unit or Department of Community Services
- Contact with the Youth Liaison Officer at Mascot Police (Ph 8338 7399)
- A report to Mascot Police (Ph 8338 7399)
- Contact with the Kids Helpline 1800 551 800

APPEAL PROCEDURES

Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached. Phone Sydney Region, Bondi Office on 9298 6900.

While most complaints can be resolved informally, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint. The [Complaints Handling Guidelines](#) sets out the framework for a professional response according to the seriousness of the suggestion, complaint or allegation.

Principal's comment

All members of the school community share a responsibility to create a school culture of care and respect for one another where individual differences are appreciated, understood and accepted. Children have a right to a school learning environment which helps them to feel safe, valued and respected. As children learn and grow they may experience unpleasant or difficult situations. In preparing children to grow into responsible adults who will contribute productively to our society, we need to give them strategies to deal with bullying and to avoid becoming a bully. An important focus of our strategy is to empower the by-stander to redirect the bully or victim. To achieve these goals, there is a focus on the seven Rs of Resilience, Respect, Responsibility, Redirection, Resolution of difficulties, Reflection and Restorative practices.

The executive team has overall responsibility for Student Well-being and the preparation of this policy. They are:

Victor Tan – Principal (Relieving)

Belinda McLean – Assistant Principal

Hayley Best– Assistant Principal

Kylie Sutherland– Assistant Principal

Stacey Rahilly– Assistant Principal (Relieving)

Kristen Arthur– Assistant Principal (Relieving)

School contact information

Pagewood Public School

60 Page Street, Botany 2019

Ph: 9316 9313

Fax: 9316 4045

Email: pagewood-p.school@det.nsw.edu.au

Web: <http://www.pagewood-p.schools.nsw.edu.au>