

Anti-bullying Plan

Peats Ridge Public School

Plan updated: February 2016





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.

Peats Ridge Public School believes that in order for students to learn to the best of their ability and to extend personal growth, they must have a safe and respectful environment in which to become successful learners. This plan outlines the processes for preventing and responding to students bullying in our school and reflect the *Bullying: Prevention and Responding to Student Bullying in Schools Policy of New South Wales Department of Education and Communities*.

Statement of purpose

We are committed to providing a safe, respectful environment that promotes personal growth and excellence as learners. Students, teachers, parents and caregivers have a shared responsibility to create a safe and respectful learning environment where students become confident lifelong learners.

We all have a responsibility to:

- Promote positive relationships that respect and accept individual differences.
- Increase the number of students who report bullying behaviour.
- Reduce the incidence of bullying behaviours.
- Improve attendance at school.

- Improve better performance in school engagement.
- Support and recognise the school's Anti-bullying plan.

Protection

What is bullying?

Bullying is defined as repeatedly hurting another person who is less powerful (either physically or psychologically). Bullying can take many forms. It devaluates, isolates and frightens, and can affect an individual's right to achieve. Bullying has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers and bystanders.

We consider the following behaviour can be bullying:

1. Physical:

Including hitting, punching, shoving, pinching, tripping, spitting, scratching, damaging, hiding or stealing belongings, or throwing objects at someone.

2. Verbal:

Including name-calling, making inappropriate remarks, taunting, teasing, put-downs or racial comments.

3. Cyber (online) bullying:

Verbal and indirect social/psychological bullying through the use of the Internet, interactive and digital technologies or mobile phones, that torment, threaten, harass, humiliate, embarrass or otherwise targeted by another student.

Characteristics of Bullying

Bullying behaviour typically contains several elements:

- An initial desire to hurt.

- A bullying desire acted out – some form of bullying is perpetrated.
- The action is hurtful.
- There is an imbalance of power – the bullying behaviour is stronger and more powerful than the victim's behaviour, either physically or psychologically.
- There is no viable justification for the action – The victim has done nothing to deserve the treatment.
- The behaviour is persistent and repeated.
- The person bullying derives some form of enjoyment from hurting the victim.

Responsibilities of Staff

At PRPS we will:

- Model appropriate behaviours at all times.
- Teach students skills and strategies to deal with bullying and other behaviours through the PBL framework of expectations.
- Deal with all reported and observed incidences of bullying as set out in this plan and the school's discipline policy.
- Ensure that students are supervised at all times.
- Report incidences of bullying to the Principal, consistent with the school welfare reporting procedures.
- Create a culture where it is acceptable and encouraged to report incidents.

Responsibilities of the Students

All students have the responsibility to:

- Be assertive – tell the bully that you don't like the behaviour, how it makes you feel and that you will report the behaviour if it continues.
- Inform an adult if they are being bullied or if they see someone else being bullied, both at school, on the way to school or on the way home from school.
- Report cyber-bullying to their teacher or Principal – do not delete any information.
- Ask to see the Principal if the teacher is busy with other playground issues, or if they would prefer to do so.
- Help someone who is being bullied.
- Be safe, respectful and a learner – display appropriate social behaviour (do not bully others).

Responsibilities of Parents/Caregivers

All parents/caregivers have a responsibility to:

- Abide by the Peats Ridge Public School Parent and Visitors code of conduct.
- Watch for signs their child may be being bullied.
- Speak with their class teacher or assistant principal if they suspect their child is being bullied or bullying another child.
- Instruct their children to inform a teacher if they are being bullied or witness bullying behaviour.

Prevention

All students at Peats Ridge Public School participate in the Anti-bullying lessons as part of Child Protection and PD/H/PE lessons.

Other strategies and programs that PRPS implements for bullying prevention include:

- Positive Behaviour for Learning (PBL) as a whole school initiative. Peats Ridge embraces “Respect, Responsibility and Excellence” through behaviour expectations that are targeted for the different school settings. These are modelled and reinforced in our weekly assemblies.
- Social Skills interventions run by school counsellor for students identified through the learning support process.
- Structured play, where our SLSO coordinates a game. All students across the school can access this directed game, making teachers more accessible.

Early Intervention

- Students are encouraged to report bullying incidents involving themselves or others.
- Teachers monitor student relationships and create opportunities for students to share concerns, for example, during circle time activities.
- Parents/caregivers are welcome to contact the school if they become aware of a problem.
- Teachers follow the schools processes to monitor student behaviour.
- Students are recognised for positive behaviours.
- Concerning behaviours are reported to the PBL team and become a focus of our weekly PBL behaviour focus.

Response

Reporting Bullying

Incidences of bullying can be reported to any teacher or the Principal by the students or their parents. Any bullying incidences reported will be investigated and recorded using our whole school behaviour tracking processes. Consequences for the perpetrators of clearly substantiated bullying behaviour will imposed as outlined in the school’s discipline policy.

Responding to Reported Incidences of Bullying

When a bullying incident is reported or observed, the following procedure will apply:

- The children involved will speak with their classroom teacher or appropriate staff member and further investigation will take place.
- If clearly substantiated as a bullying incident, and depending on the nature and severity of the incident, the student responsible for bullying behaviour will most likely receive a Principal referral and receive a formal warning.
- If the behaviour becomes repeated, a behaviour management plan will be developed in consultation with his/her parents to help modify the behaviour and reduce the risk to other students. Further consequences may be necessary and will be in line with the school’s discipline policy.
- Victims and the perpetrator will have access to the school counsellor if the need exists or if the student requests it.

Evaluation

The PBL team will continue to use the data from the school’s welfare reporting procedures to determine patterns of bullying behaviour or problem areas within the school. The data will be analysed and communicated to staff. Strategies will be developed and implemented to address any issues.

Peats Ridge Public School's Anti-bullying Plan will be available to parents and other school community members via the school's website.

The school Anti-bullying plan will be monitored and amended, where appropriate, to reflect changes in the school and current teaching and learning practices.

Additional Information

Additional information, resources and support relating to effective anti-bullying strategies can be found at:

<http://www.schools.nsw.edu.au/studentssupport/behaviourpgrms/antibullying/>

This is the NSW Public School website with links to:

- Information for parents
- Cyber-bullying information for parents
- Bystander behaviour information for parents
- Bullying: No Way!
- Racism: No Way!
- National care against bullying
- Kids Help Line

School contact information

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