Anti-Bullying Plan 2014

1. Caringbah Public School Statement

Caringbah Public School is an inclusive environment where diversity is openly affirmed and individual differences respected. The school community has developed a statement of core values that reflect these beliefs and underpins all interactions within the school.

These values are: respect; responsibility; integrity; care; and excellence.

At Caringbah Public School we acknowledge that bullying does, at times, occur. However, it is our aim to work together in a school culture that rejects all forms of bullying. This policy outlines procedures for reporting bullying and the levels of support available to all students. The Anti-bullying Plan is part of our school's plan for student wellbeing and effective learning. It complements our Student Welfare and Discipline Policy.

It is the responsibility of all members of the school community to reject bullying and support the collaboratively developed strategies in this plan. The plan has been developed in the context of the following points:

- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive 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 wellbeing;
- The wellbeing, safety and health of students inform school policies, programs and practices; and
- Partnership with parents, caregivers, students and the wider community is central to the success of this process.
2. DEC Policy Statement

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.

3. Audience and applicability

The policy applies to all student bullying behaviour, including cyberbullying, that occurs on 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.

4. Context

4.1 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.

4.2 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.

4.3 All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

4.4 The Complaints Handling Policy of DEC establishes the standard approach to resolving complaints, including complaints about the way a reported incident of bullying has been managed. It is required that it be used in all learning and working environments of the Department of Education and Communities.

4.5 For matters involving bullying which affect departmental employees, refer to the Department's Work Health and Safety (WHS) Policy.

5. Statement of Purpose

Students attend Caringbah Public School to participate in quality, relevant educational programs that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community.

- 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.
• Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, that rejects all forms of bullying.

**The Principal has a responsibility to:**

Ensure the school implements an Anti-bullying Plan which 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 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.
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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 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.

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.

6. Strategies to prevent bullying
- Highlight the No/Go/Tell approach
  - Say No to the bully, that is, be assertive, not aggressive – ask the bully to stop, leave you alone
  - Tell someone who can give you support;
  - Report it to a teacher.
- Class teachers to implement Bounce Back – Anti-bullying Program, Child Protection and Social Skills Programs, Buddy Programs and Friendship Programs;
- Class teachers/stage leaders use strategies to restore relationships;
- Encourage staff vigilance;
- Raise community awareness; and
- Gather and record data.

7. Managing bullying behaviour
Caringbah Public School has a responsibility to:
- Develop an Anti-bullying Plan through consultation with parents, caregivers and students which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom.
- Inform parents, caregivers and students about the School Discipline Code and Anti-bullying Plan.
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.
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- Communicate to parents that they have an important role to play in resolving incidents of bullying behaviour.
- Follow up complaints of bullying, harassment and intimidation.
- Use procedures consistent with DN10/00225 – Reporting incidents involving assaults, threats, intimidation or harassment and the DEC Incident Reporting Policy.
- Use procedures for contacting the child wellbeing unit or Community Services where appropriate.

Students need to:
- Behave appropriately, respecting individual differences and diversity;
- Report any form of bullying to teachers or adults in a timely manner;
- Participate in Child Protection, Social Skills, Buddy programs and Anti-bullying Programs; and
- Play fairly.

Staff need to:
- Understand and recognise the difference between student interactions of conflict as opposed to bullying;
- Support both the bully and the victim;
- Listen to concerns;
- Implement School Discipline Code for dealing with Unacceptable behaviour;
- Encourage students to inform staff – telling is not ‘dobbing’;
- Casual staff report incident/s to Assistant Principal
- Assistant Principals to follow up with behaviour form, contact with parents/caregivers or child added to SENTRAL;
- Continually monitor in order to review and renew school policies as appropriate; and
- Provide ongoing and regular communication.

Parents/Caregivers need to:
- Encourage children to report bullying;
- Understand and recognise the difference between student interactions of conflict as opposed to bullying;
- Call the school not the other child’s parents;
- Support the school to eliminate bullying;
- Maintain contact with school staff;
- Support their children in developing positive responses to incidents of bullying rather than a ‘hit back’ response;
- Be consistent with the school’s Core Values; and
- If your child bullies another student, tell them it is wrong and to stop.
8. Process:

When bullying is identified as being a problem in a particular part of the school, a formal program, (outlined below) is instigated. However, even if there is no overt demonstrated bullying, the school is aware that often this practice is covert and the program may still need to be implemented. The process includes:

**STEP 1 Identification**

- Identify students who are engaged in bullying behaviour; implement appropriate strategies according to Student Welfare & Discipline Policy.

**STEP 2 Ongoing strategies**

- Students take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.
- Ongoing implementation of Student Welfare and Discipline Policy.
- Purchase appropriate resources eg anti bullying games.
- Engage drama workshops addressing bullying eg *Brainstorm*.
- Participate in *Queen Bee* lessons (bullying behaviour by girls).
- Participate in units of work from *Bounce Back*.
- *Better Buddies* program throughout the school.

**STEP 3 Evaluation**

- Have students and teachers seen a change in the classroom behaviour?
- Data is collected through monitoring playground behaviour reports and student welfare incident reports;
- Number of referrals to the executive;
- Quality of school life surveys;
- Anti-bullying plan will be reviewed regularly.