

Taren Point Public School Anti-bullying Plan





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.

The Taren Point Public School Anti-Bullying Plan was developed in 2011 with school staff and community consultation led by the Student Welfare Committee. The policy was revised in 2014 and then revised in 2017 with staff, community and Student Representative Council endorsement.

Taren Point Public School will implement an Anti-Bullying plan of proactive strategies to ensure that bullying and anti-social behaviour is not tolerated. Students will be taught how to work and play positively in the classroom and in the playground. Teachers will have a framework that is positive and consistent in dealing with bullying behaviour. Students, staff and parents will be empowered to deal with harassment, intimidation and bullying.

Statement of purpose

At Taren Point Public School bullying will not be tolerated. Our school aims to provide a safe and happy learning environment to ensure that all students have the right to a quality education free from fear of bullying, intimidation and harassment. Our school will work with our school community to address and eliminate all forms of bullying behaviour through our school policy and plan.

Protection

Bullying is a serious and complex issue. It involves repeated incidents where a person is verbally, physically, socially, emotionally or psychologically harmed by an individual or group of people. Bullying involves the abuse of power in relationships and can have long term effects on those involved including bystanders. Bullying is difficult to detect as it usually happens out of sight and

away from adults. Parents are usually the first to identify that a problem exists. Cyber-bullying refers to bullying through information and communication technologies.

Bullying can take many forms. Conflicts or fights between equals or one off incidents are not usually defined as bullying.

At Taren Point Public School we believe the following repeated behaviours to be bullying:

1. Physical

Repeated behaviours include hitting, kicking, punching, shoving, pinching, tripping, spitting, scratching; damaging, hiding or stealing belongings; throwing objects at someone and abusive behaviours.

2. Verbal

Repeated behaviours include threatening others, name-calling, abusive language, making offensive remarks, taunting, teasing and put-downs.

3. Emotional/Social/Psychological

Repeated behaviours or repeated threats, including spreading rumours, writing offensive notes, gossiping about or embarrassing someone, making fun of someone, using threatening looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating, hiding or damaging possessions or coercion (including monetary coercion).

4. Cyber (Online Bullying)

Repeated behaviours include verbal and indirect social/psychological bullying through use of technology such as mobile phones, emails, blogs, websites, message services, apps, social media, etc.

Characteristics of Bullying

Bullying behaviour typically contains seven elements. These are:

- a desire to hurt
- the bullying desire is acted out - some form of bullying is perpetrated
- the action is hurtful
- there is usually an imbalance of power - the bullying behaviour is stronger or more powerful than the victim's behaviour, either physically or psychologically
- there is no justification for the action - for example, the victim has done nothing to deserve such treatment
- it is persistent and repeated
- the person bullying derives enjoyment from hurting the victim.

How students may be affected if they are bullied or witness bullying

- may feel frightened, unsafe, embarrassed, angry or unfairly treated
- work, sleep and ability to concentrate may suffer
- relationships with family, friends and staff may deteriorate
- may feel confused, helpless and not know what to do about the problem
- may not want to come to school
- may avoid or withdraw from school activities
- may self-harm or threaten to do so.

What we do to prevent bullying at Taren Point Public School

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working

The Anti-Bullying Plan – NSW Department of Education

environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

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

Responsibilities of the school

School staff has a responsibility to:

- respect and support students
- model and promote appropriate behaviour
- have knowledge of school and departmental policies relating to bullying behaviour
- be vigilant in the classroom, on the playground and when supervising extracurricular activities for signs of bullying
- respond in a timely manner to reported incidents of bullying according to the school's Anti-bullying Plan
- report incidents of bullying to the Principal and parents of the children involved.

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 the school Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- report all incidents of school related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur
- 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
- support their children to become responsible citizens and to develop responsible on-line behavior.

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
- report all incidents of bullying to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

Prevention

Taren Point Public School is embedding anti-bullying messages across the curriculum K-6 by:

- teaching skills and understandings that will lead to reducing and eliminating bullying behaviours through units such as Child Protection, Personal Development and Health
- explicit teaching of the school's Positive Behaviour for Learning (PBL) expectations
- social skills program taught K-6
- implementing Peer Support programs focused on friendships, resilience and collaboration
- utilising teaching resources from NSW Anti-bullying website
- Student Representative Council which is a forum for students to voice their concerns and opinions
- High School and Kindergarten Buddy and Transition Program

- acknowledgement and recognition of cultural festivals e.g. NAIDOC Week, Harmony Day
- lessons on internet safety

Early Intervention

Whole School

- A school Anti-bullying plan has been developed in consultation with the school community to clearly outline specific strategies for reporting, procedures, interventions and support.
- A school policy will outline interventions for children who display bullying behaviours via a level system of discipline.
- Positive and acceptable behaviours that promote respectful relationships and Positive Behaviour for Learning principles will be a focus at whole school and stage assemblies.
- Social skills programs, SRC, peer support, peer mediation and 'buddy' classes are highly effective forums for promoting anti-bullying programs.

Classroom Strategies

- Explicit teaching & modelling of positive behaviours that reflect school expectations
- Specific stage appropriate welfare programs will focus on learning experiences (skills and understandings) and strategies relating to 'social skills', 'how to play', 'positive relationships', 'anti-bullying' and 'conflict resolution and mediation'.
- Teaching programs will enable students to be more aware of appropriate ways to deal with incidents of bullying, intimidation or harassment and how to resolve conflicts.
- Positive and consistent classroom and playground strategies will be taught about reporting incidents, accessing support and developing positive relationships.
- Discussions, role-play, games and 'hands-on' activities will be strategies used to promote this school's anti-bullying policy.
- Students will be surveyed to gather information about any bullying behaviours.

Playground Strategies

- Strategies will be taught as part of the classroom teaching program and reinforced during stage and whole school assemblies.
- Students are to report bullying incidents to the duty teacher rostered for playground duty. A welfare report of the incident is documented and given to the Principal for filing and reference. Also, the incident is verbally reported as soon as possible for referral and investigation.

Response

The whole school community is empowered to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

Responding to Reported Incidence of Bullying

- Incident to be reported immediately to any staff member by students and/or parent.
- Incidents to be reported immediately by staff to the Principal.
- Students involved speak with the Principal about the incident.
- If clearly substantiated, and depending on the nature of the incident, the students' parents will be contacted and a warning given of the consequences for further incidences.
- If it is noted that a student is repeatedly perpetrating bullying behaviours, a behaviour support plan will be developed in consultation with parents.
- If clearly substantiated, and depending on the nature of the incident, the parents of the victim will be contacted.
- In the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal - subsequent consequences for this behaviour determined in line with the Student Wellbeing and Discipline Policy.
- Inform other staff of the incident.
- Monitor the behaviour of students involved.

- If the child continues to bully, make an appointment to speak to the parent/carer. Remind them of the DoE policy and school plan and ask for their cooperation in assisting the school to modify the behavior.
- Develop an intensive behaviour plan if necessary.
- If bullying behaviour does not stop, student may be suspended as per the Student Wellbeing and Discipline Policy.
- The victims of bullying and students who demonstrated bullying behaviour will have access to School Counsellor for support if the need exists or the student and/or parent requests it.

Reporting Instances of Cyber-bullying

If students are being harassed online, they are encouraged to take the following actions immediately:

- tell a trusted adult, this can be a teacher, parent, older sibling or grandparent – someone who can help do something about it
- block the sender's messages and never reply to harassing messages
- keep a record and save any harassing messages and record the time and date that you received them
- If the bullying includes physical threats, tell the police.

Students who are not being bullied but are aware of others who are, are encouraged to report it, to protect those that are being bullied and so that the bully can be helped too.

Evaluation

The plan and strategies put in place will be evaluated on an ongoing basis by Student Representative Council, learning and support team and school staff. It will be formally reviewed at least once every three years by staff and the P&C.
Date: November 2020.

Additional Information

KidsHelp Line: 1800 551 800

School Safety and Response Hotline 1300 363 778

Department of Community Services Helpline 133627

Life Line: 13 11 14

Kids Matter: www.kidsmatter.edu.au

White Ribbon: www.whiteribbon.org.au

Principal's comment

Taren Point School is a harmonious and connected community. The school openly celebrates diversity and individual student differences are respected and valued. This partnership between the school, students and their families *is based on a shared commitment to provide opportunities for students to take responsibilities for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parents or carers is an important feature of discipline in government schools.*

Student Discipline in Government Schools (2006)

Committee Members

Trent Bridgland	Principal
Tim Yock	Classroom Teacher
Angela Amos	Classroom Teacher
Erin Stephens	Classroom Teacher
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School contact information

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