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.

Anti Bullying Lessons Program Register K-6   **Term 3, 2018**

Week	Lesson Focus	Register / Evaluation
1	Everyone has the right to be safe at school	
2	Bullying is not acceptable	
3	Everyone needs to learn to live in peace (Everyone needs to work together)	
4	We all want to feel included	
5	Conflict is inevitable, bullying is not	
6	Telling an adult about bullying is not tattling (dobbing)	
7	Bullying can be stopped	
8	If you're not part of the solution, you're part of the problem (bystanders)	
9	Bullying is not a normal part of growing up	
10	It's important to communicate well	

Revised March 2018

Kurri Kurri Public School

ANTI BULLYING POLICY

Policy Statement

1.1 The NSW Department of Education rejects all forms of bullying behaviour including online (or cyber) bullying.

1.2 NSW public schools works to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

1.3 The department's <u>Behaviour Code for Students</u> requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

1.4 Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the <u>Student Discipline in Government Schools Policy</u>.

1.5 School staff need to encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour.

1.6 Each school must complete and implement the <u>Anti-bullying Plan</u>.

1.7 Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

1.8 Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline.

1.9 Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property, or stalking.

1.10 The <u>NSW anti-bullying website</u> supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify, and respond effectively to student bullying behaviour, where it does occur.

1.11 Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.

1.12 Teachers and other school staff are provided with support and professional development to discourage, prevent, identify, and respond to student bullying behaviour.

Revised March 2018

1.13 Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal, head teacher) at the school will address the reported bullying in a timely manner.

1.14 If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution.

1.15 If the student, parent or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the <u>Learning and Wellbeing Advisor or Officer</u> at the local departmental office. If the matter is then still not resolved they can contact the <u>Director Educational Leadership</u>, at the local departmental office, who must follow the <u>Complaints Handling Policy</u>.

1.16 For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience), and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.

Statement of Purpose

At Kurri Kurri Public School we believe in building a culture of safety, trust, inclusiveness and connectedness with those who are like us as well as those who are different. If bullying occurs, we will address the behaviour, and put a process in place to repair the harm and restore relationships. The school has a responsibility to implement anti-bullying strategies that are both preventative and responsive for the whole school community in addressing bullying. This will be achieved through modelling and promoting appropriate behaviour and respectful behaviour. This will form a basis for a clear vision for action, to create a safer and more supportive school environment.

What is 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.
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.
Conflicts or fights between equals and single incidents are not defined as bullying." (Bullying; *Preventing and Responding to Student Bullying in Schools Policy*, DEC: 2011).

Forms of Cyberbullying:
- **Flaming** – *heated exchange(arguing)*
- **Harassing and threatening messages**. *Eg 'text wars',' griefers'*
- **Denigration** – *sending a nasty SMS, picture or prank phone call.*
- **Impersonation** – *Using a person's name or password.*
- **Outing or trickery** – *sharing private personal information, message, and pictures with others.*
- **Ostracism –** *intentionally excluding others from an online group.*
- **Sexting –** *Sharing explicit material by mobile phone.*

NB Many forms of social media do have an age disclaimer. For example: Facebook has a minimum age of 13 years to create an account. Parents should adhere to this.

Differences between cyber and offline bullying:
- Cyberbullying can reach a much wider audience.
- Written words seem more real than spoken words.
- Abuse published online can be read over and over again.
- Online bullying can be 24/7(constantly) anywhere and anytime.
- Anonymity emboldens some students to cyberbullying who would not bully face- to- face.
- Images can be published to devastating effect.

Victims- Impact of bullying/ How can I tell if a child is being bullied?
Clues to look for –
- Child may be fearful of social situations or attending school,
- Child may exhibit a fear of inviting friends over or no friends to refer to.
- Don't want to talk about subjects relating to school or peers.
- Quiet or won't talk because they are scared.
- Is the child exhibiting out of character behaviour across a range of locations such as school & home?
- Is the child emotional teary, or crying?
- Is the child aggressive towards the home, siblings, and parents?
- Does the child feign illness?

NOTE: *"No method of anti-bullying has been reported as 100% effective. Interventions need to be matched to the particular incident of bullying. More than one intervention may need to be implemented."(Cyberbullying: Information for Staff in Schools)*

Responsibilities and delegations

Teachers & Non-Teaching Staff

- support the school in maintaining a safe, inclusive and supportive learning environment
- model and promote appropriate relationships and behaviours
- promote a school culture where bullying is not acceptable
- teach students to identify, report and respond to bullying at school and online
- listen to students and be empathetic to reports of possible bullying by respecting and supporting students. (Non-Teaching staff to ensure that a teacher is aware of issues they have dealt with)
- be vigilant in observing signs of distress or suspected bullying incidents.

Revised March 2018

- NEVER ignore or dismiss students' concerns and respond in a timely manner.
- manage reports of bullying and escalate matters to the Deputy Principal or Principal.
- Ensure that cyber-bullying lessons are integrated into ICT lesson scope and sequences.
- Access the Anti Racism Contact Officer/Women's delegate when necessary.

Principals (or their delegate)

- complete and implement the Anti-bullying Plan for their school
- maintain a positive school climate which includes respectful relationships
- identify patterns of bullying behaviour and initiate school action to respond
- manage complaints about bullying in accordance with the Complaints Handling Policy.
- Enlist the support of others, including school counsellor and outside agencies when needed
- Principal or Deputy Principal will contact the police and the school Safety and Response Unit where incidents of cyberbullying include possible criminal behaviour.

Students should:
- Behave appropriately, respecting individual differences and diversity.
- Follow the Aussie 5 and the PBL program
- Say NO to bullying and teasing. Tell the person bullying you that you do not like to be treated this way. If you feel unable or uncomfortable in doing this report the incident to a teacher.
- Report the incident to the teacher on duty or your classroom teacher firstly. The teacher then can follow up by passing the information to the Assistant Principal, Deputy Principal or Principal if they feel it is necessary. This is not 'dobbing'; it is your right and responsibility.
- If you see, or know of others being bullied, report it to a teacher. Walk away from the bullying situation. If you ignore the incident bullying actions may continue.
- Take part in school programs that address bullying.
- Be confident that reported incidents will be acted upon by those you reported it to and not fear any repercussions.
- Report any misuse of technology either in or out of school.

Parents should:
- Be aware of the school's anti-bullying policy.
- Listen to their child and make sure they understand that it not their fault.
- Encourage children to discuss any incidents and advise them to report it to staff members.
- Watch for any signs of distress, including an unwillingness to attend school, patterns of headaches, missing equipment, damaged clothing and other signs that are not 'normal' behaviour for that child.
- Never encourage retaliation but encourage the use of anti-bullying strategies.
- Immediately, advise the school of suspected incidents of bullying.
- Talk to the school about strategies that might help.
- Monitor the use of technology in the home and be aware of the possibility of cyber-bullying.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Student Welfare Team, including the PBL Team and Learning Support Term should;
- Analyse and act upon Sentral data and bullying surveys on the nature and extent of bullying in the school and report back to staff.

The school community should:
- 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.
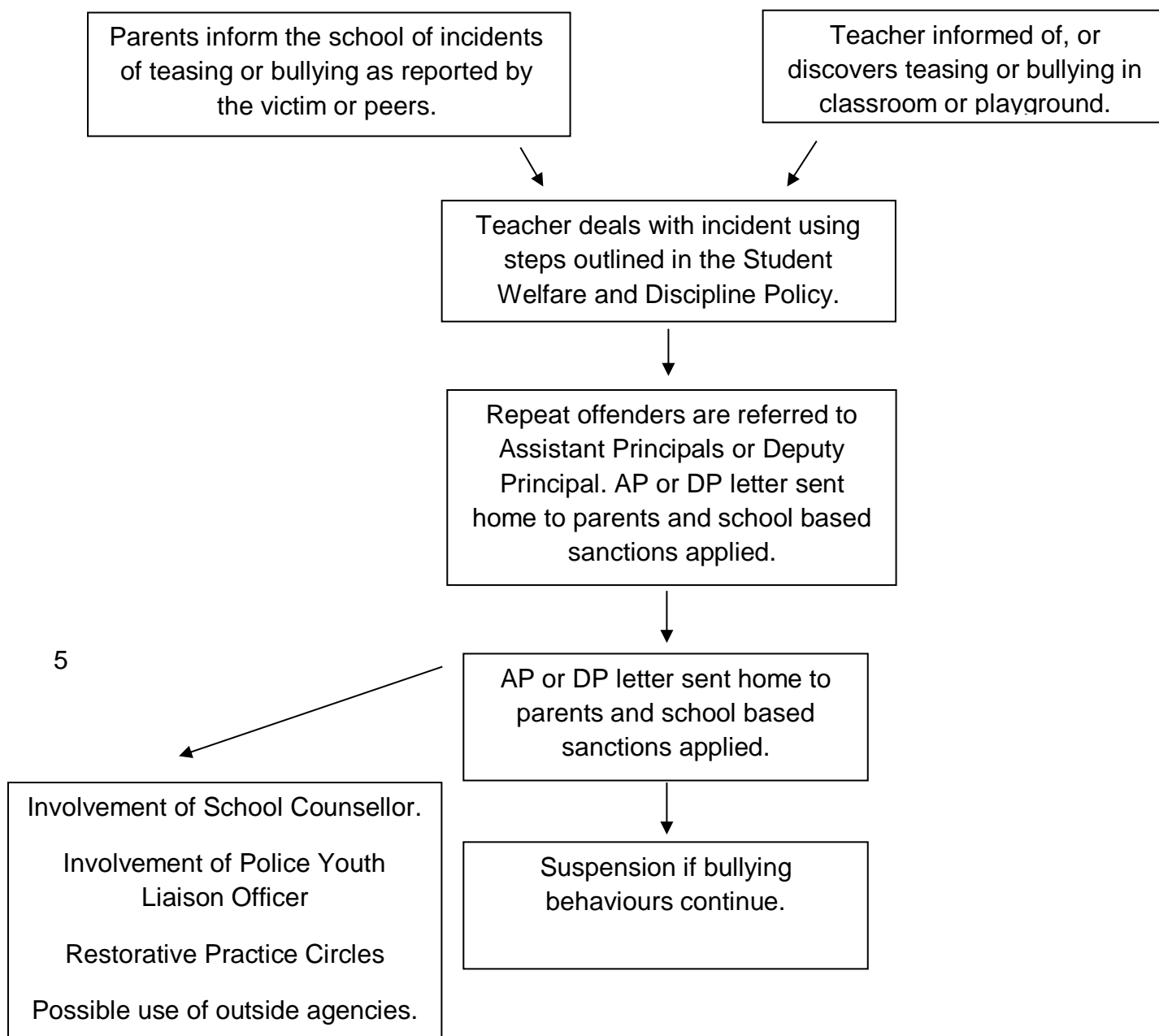- Work collaboratively with the school to resolve incidents of bullying when they occur.

Directors, Educational Leadership

- manage complaints about how a school has responded to a report of bullying in accordance with the Complaints Handling Policy
- where required, assist schools to implement the Anti-bullying Plan, to best meet the needs of the school community.

Kurri Kurri Public School Anti Bullying strategies in place for 2018:

- Positive Behaviour for Learning (PBL) Program
- Aussie 5 (PBL)
- Restorative Practices
- Kindergarten Buddies
- 1,2,3 Magic
- Anti-bullying focus lessons taught each week in Term 3. This program aims to develop skills which enable victims to attempt to solve the problems themselves. Posters are used to reinforce the strategies and to outline the steps that can be taken are to be used during the explicit teaching of lessons and displayed in all learning areas.
- Brospeak & Sistaspeak program for Indigenous scholars.
- Kids Matter program
- Rock and Water Program
- Centre for Hope Bike Program (after school)
- Whole School Mindfulness Programs
- Mobile Phone Policy
- Information communicated to parents about bullying in newsletters and parent workshops.

Procedures for reporting bullying behaviour

Parents inform the school of incidents of teasing or bullying as reported by the victim or peers.	Teacher informed of, or discovers teasing or bullying in classroom or playground.

Teacher deals with incident using steps outlined in the Student Welfare and Discipline Policy.

Repeat offenders are referred to Assistant Principals or Deputy Principal. AP or DP letter sent home to parents and school based sanctions applied.

5

AP or DP letter sent home to parents and school based sanctions applied.

Involvement of School Counsellor.

Involvement of Police Youth Liaison Officer

Restorative Practice Circles

Possible use of outside agencies.

Suspension if bullying behaviours continue.

Monitoring, evaluation and reporting requirements

Ongoing monitoring will take place via entries on Sentral and data collected and discussed at weekly PBL meetings and executive meetings.

The Principal reviews the Anti-bullying Plan every year.

The Director, Student Engagement and Interagency Partnerships monitors the implementation of this policy and reviews its effectiveness, at least every three years.

Year 4-6 also answer bullying questions as part of the Tell Them From Me survey, completed in term 1 and 4.

1. **RESOURCES**
   - KKPS Student Welfare and Discipline Policy
   - KKPS Anti-Bullying Program
   - Sentral data
   - Whole school Positive behaviour for learning program (PBL)
   - Legal Issues Bulletin regarding the use of mobile phones
   - www.bullyingnoway.com.au **Bullying No Way!(Bystander behaviours and games)**
   - www.det.nsw.edu.au/antibullying
   - www.kidscape.org.uk/
   - www.mindmatters.edu.au **Mindmatters**
   - www.ncab.or.au **National Coalition Against Bullying**
   - www.cybersmart.gov.au **Teacher and Student Resource**
   - www.netalert.gov.au **Net Alert**
   - www.digitalcitizenship.nsw.edu.au Digital citizenship (stages 2 and 3)
   - www.thinkuknow.org.au Think U Know
   - www.friendlyschools.com.au Friendly schools, friendly families
   - Appendix A: Implementing the KKPS Anti-Bullying Program