



Education &
Communities

Anti-bullying Plan

Laurieton Public School 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.

Notice of the review of our school's anti-bullying plan has been provided in newsletters to the parent community as well as on the school web site. All parents have been invited to attend a meeting at the school to have input into the process.

A planning team of volunteers from parents and teachers drafted an anti-bullying plan and made this public for input from staff, parents and students. This input was considered by the team and responded to appropriately. The final plan was published and made available to all members of the school community.

The plan will be reviewed at least once every three years through a similar consultative process. The possibility of ongoing evaluation exists through ongoing communication between all sectors of the school: staff, parents and students.

Statement of purpose

Laurieton Public School aims to be a caring school. Students have the right to feel and be safe from violence and intimidation. Students who use

bullying techniques need to be taught more appropriate ways of dealing with the problems that often result in violence.

Students have a right to feel happy and safe at school.

The main priority for school is learning. Behaviour that interferes with learning is not to be tolerated.

The school has a duty to educate children about what bullying is and how to deal with it.

Families have a duty to work with the school to reduce the incidence and effects of bullying.

Protection

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.

Conflicts or fights between equals and single incidents are not defined as bullying.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender.

Bullying is an anti-social behaviour that should not and will not be tolerated at Laurieton Public School.

The school will ensure that all students, parents, carers and staff are aware of the expectations for behaviour as outlined in this Anti-bullying Plan. The school shall consistently enforce relevant school discipline sanctions as well as providing appropriate support for all involved in instances of bullying.

Responsibilities

As per section 4 of the DET Anti-bullying policy:

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.

School staff members 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.

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.

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

Promoting a climate of respectful relationships

Implement a positive discipline focus in line with the school's discipline code and student welfare procedures. This includes a system of merit awards aligned to academic activities and positive behaviours, including merit certificates, stars of the assembly and Win Bin rewards as well as major whole school reward activities linked to student behaviour performance. Celebration of student achievement is a regular part of daily assemblies.

Five Fair Rules – whole school student welfare program which includes songs and lessons which promote positive behaviours in line with the five fair rules:

Rule 1 I can follow instructions.

Rule 2 I can listen.

Rule 3 I can use my hand and wait.

Rule 4 I can work quietly.

Rule 5 I can control what I do and say.

Life Education Van – healthy lifestyle program provided by the Life Education Movement in NSW. Annual visit by the Life Education van. Summary of K-6 program as below, with pre-visit activities and follow-up in class.

PRE SCHOOL

- the body, exercise and nutrition
- personal hygiene
- safety
- relationships

JUNIOR PRIMARY

- the importance of exercise and food for healthy living
- safe use of medicine
- syringe safety
- family, friendships and people who can help us

MIDDLE PRIMARY

- classifying legal drugs
- strategies for dealing with bullying
- effective communication skills
- friendships, family, giving and receiving help

UPPER PRIMARY

- health issues relating to tobacco, alcohol and caffeine
- laws and regulations regarding legal drugs

- dealing with drug related issues such as peer pressure and influences

Fortnightly student welfare/ learning support meetings at which teaching and other staff raise and follow-up on issues relating to student welfare, including behaviours that indicate the existence of bullying behaviours and plans for addressing concerns for individuals, groups or the whole school.

Assemblies

1. Fortnightly assemblies which practise formalised meeting procedures with major emphasis on presenting the best of student behaviour, achievement and performance.
2. End of term whole school Responsibility and Respect Assemblies in Terms 1, 2 and 3. Focus is again on positive aspects of student achievement, with opportunities for performance and highlighted by Responsibility and Respect Medallion awards.
3. Presentation assemblies at end of year, highlighting and celebrating major student achievements in academic and social development.

Student Welfare related visiting performances when available, such as Camden Haven High School drama performance “Friendtastic”.

Prevention

Strategies and programs the school will implement for bullying prevention

- **Five Fair Rules**

- **Rock and Water and Year 6-7 Transition (Stage 3)**
- **Social Skills Program K-6**
- **Child Protection Lessons K-6**
- **Drug Education Program Stage 3**
- **Personal Development/ Health Program K-6 (from NSW PDHPE syllabus)**
- **Life Education Van Program.**

Early Intervention

All new enrolments will only be approved after Principal receives relevant information regarding a range of learning, social and emotional needs as identified by previous school/ pre-school.

Incidences of bullying related behaviour raised by teachers at fortnightly learning support team/ student welfare meetings – support provided through combination of student welfare coordinator, school counsellor, Itinerant Teacher (Behaviour), Support Teacher Learning Assistance teacher, Principal, executive and teaching staff.

Support provided relevant to individual needs as identified at these meetings and through follow-up activities, including assessments by counsellor and data gathering by student welfare coordinator.

Whole class/ grade/ stage/ school revision of principles of positive student welfare may be revised at such times in preference to addressing students individually.

Individual Education Plans – produced as a response to special identified needs in a variety of fields, including social/ emotional/ behavioural issues. All relevant stakeholders involved in creating and implementing plans which are reviewed on a regular basis.

Responding to Bullying

Students will be empowered to stand up for themselves in non-violent ways through the social skills training provided.

Students will be educated in the importance of bystanders taking a positive role when incidents of bullying occur.

Students will be reminded frequently of these strategies at classroom and whole school level.

Students will also be reminded frequently of the school's expectations of them in regard to using these strategies to deal with bullying or any anti-social behaviours.

These strategies will be communicated in detail to parents, who will be expected to provide support aligned to these strategies.

Supervision and safety of students policy and procedures revised on a yearly basis through staff meetings and more often as required.

Reporting Instances of Bullying

Students will be encouraged to seek support from a teacher when self-managing a situation is not successful. Students will be encouraged and trained to support their peers.

The teacher on playground duty is responsible for dealing with and recording actions related to bullying for incidents that occur in morning, recess or lunch breaks.

Classroom teachers are responsible for managing and recording the details of bullying incidents within the classroom situation. Teachers will advise supervising executive members of significant incidents or patterns.

Where such situations are deemed serious or ongoing, contact with parents will be initiated by these teachers or executive members of staff.

Students will also be encouraged to advise parents of these situations and how they were responded to.

Parents are encouraged to make class teachers aware of situations that may not have been evident at school.

Students and parents should approach the Principal or the Assistant Principals in cases where they believe that further follow-up action may be required.

Parents are encouraged to expect that school related conflicts will be resolved within school based processes.

These procedures will be communicated to the school community by:

Publication in the school newsletter

Inclusion in the policies section of the school's web site

Printed copies of the school's Anti-bullying Plan will be made available upon request via the school office.

Procedures and Timeframes

Response to incidences of bullying will be followed up as quickly as possible. Playground duty teachers or classroom teachers will initiate the follow-up of such reported incidences and maintain a written record of the event and the response of the school.

These records will be held centrally on the school's student welfare register to ensure that patterns of bullying are detected. Communication of these patterns to parents is part of the normal student welfare

procedure. Identified patterns will be raised at regular student welfare meetings to ensure ongoing consistency in dealing with affected students.

In serious cases of ongoing bullying, parents of children (perpetrators and victims) will be contacted by the school in order to ensure a common understanding of how these behaviours have been or will be addressed.

Ongoing bullying behaviours will be subject to the school's discipline code and the DET's policy for suspension and expulsion.

Matching Interventions to Bullying Incidents

Teacher follow-up and recording of incidents, including sanctions applied and advice given to students as necessary.

Executive support of significant incidents/ patterns of behaviour.

School contact with parents in cases of significant incidents/ patterns of behaviour.

Referral to student welfare meetings/ counsellor as appropriate.

Implementation of school discipline policy with regard to ongoing student misbehaviour.

Support provided through counsellor, behaviour support teacher and school executive.

Supporting students affected by bullying

Students involved as a subject of or witness to any bullying behaviour will have the opportunity to discuss what occurred with the teacher dealing with the matter, their class teacher or another member of staff at the school. The school's counsellor will be made available for further discussion of the matter upon request from the students, his carers or a member of staff.

Students may request a support person to be present with them.

Students who have engaged in bullying behaviour shall be interviewed by the relevant teacher dealing with the matter, as a minimum. Depending on the severity or the pattern of this behaviour, further referral may be made to the school's executive staff members. In such cases, it is anticipated that contact will be initiated with the student's parents/ carers.

Students who engage in bullying behaviour repeatedly may be referred to the school's counsellor and/or behaviour support teacher for follow-up programs to be designed and implemented.

It may be necessary to formally review behaviour patterns and include parents, student, counsellor, behaviour support teacher, class teacher, executive staff and/or Principal. In such a case, a Behaviour Support Plan would be created and agreed upon by the student, parent and relevant staff members.

Where patterns of bullying behaviour extend beyond a small number of students, the school's student welfare team may decide upon the need for whole school strategies to address particular areas of concern or social behaviours generally.

Updates of bullying incidents

Parents and caregivers can expect regular updates regarding the progress of their child following bullying incidents at the school.

In the case of a formal review, the plans for regular update would be included in the Behaviour Plan. The assigned case manager would have responsibility to maintaining this update.

Serious incidents of assault, threats, intimidation or harassment may be reported to the police. Such action would be taken by the Principal or delegate. Parents would be advised immediately of any such action.

Members of school executive and/or student welfare coordinator (SWC) will use the Keeping Them Safe mandatory reporting tool to decide on the appropriate level of reporting.

Follow-up reporting to the Child Well Being Unit or Department of Community Services to then be carried out by executive/ Principal or SWC.

Communication with relevant parent/ carers as appropriate.

Identifying patterns of bullying

Regular (fortnightly) student welfare meetings which identify observed behaviours.

Recording of behaviour data on the Sentral Welfare System, as well as in class teacher behaviour records.

The school response will be shaped by the patterns revealed in the ways above. The school's learning support and student welfare team members will combine to devise appropriate responses and to enlist appropriate external and internal support personnel based on need.

Communication with parents regarding the behavioural issues and needs of their children will always be a vital part of this process.

Publicising the Anti-bullying Plan

The anti-bullying plan will be promoted and publicised by:

Assemblies

Newsletter

Information nights

The school web site and related links

Monitoring and evaluating the plan

Review with P&C each year.

Review formally every three years through the action of an Anti-bullying Review Team with representatives from school staff and community.

Parent survey questions included as part of the annual school self-evaluation process.

The effectiveness of the anti-bullying plan will be reported on each year in the school's Annual School Report. Areas noted for further development will be included in the following year's school plan.

Formal review of the school's plan will be undertaken by a team with staff and parent representatives. Surveys of students, teachers and parents regarding the effectiveness of the plan will be undertaken and analysed.

Behavioural data related to bullying behaviour will be assessed against historical school trends.

Principal's comment

A vital aspect of any successful school is the social harmony that exists therein. It is only in an atmosphere of harmony that students are able to focus their minds upon the important lessons of life that the school provides. This is also a requirement for the building of the self-confidence that each child needs as they develop into mature members of our wider society.

Laurieton Public School is committed to maintaining such a harmonious environment, working to equip all children with the required resilience and sense of justice that promotes positive relationships and pride in achievement.

I would like to thank the members of the Anti-bullying policy review team which contributed to this current policy, ensuring that it truly reflects the values that our community holds and the procedures which we have found to be so successful in maintaining the positive atmosphere of our school.

School contact information

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