

Morpeth Public School

ANTI - BULLYING PLAN - 2022

STATEMENT OF PURPOSE

At Morpeth Public School we value respect, responsibility and personal best. We show tolerance and understanding of others in a safe and supportive environment. We foster positive relationships through whole school wellbeing programs. As part of our school's Welfare and Discipline Policy, our Anti-Bullying Plan outlines the processes for preventing and responding to incidents of student bullying in our school. Our plan reflects the current and relevant Department of Education policy documents.

Outcomes of the Anti-Bullying Plan

- To raise community awareness of bullying
- To outline the responsibilities of students, parents and staff in reducing the incidence and impact of bullying
- To empower students with strategies for resolving conflict in a non-threatening way
- To promote a culture of positive behaviour and citizenship
- To increase confidence of bystanders to take action
- To empower the staff and school community to take positive and consistent actions to deal effectively with bullying.

PROTECTION

Our definition of bullying

Bullying is defined as deliberately physically, verbally or indirectly hurting, threatening, harassing or intimidating another person repeatedly **over an extended period of time.**

Bullying is a misuse of power by an individual or group towards one or more persons.

Cyber bullying refers to bullying through information and communication technologies.

What is bullying for one person may not be the same for another.

Bullying takes many forms. Our school considers the following behaviours as examples of bullying:

Physical

- Pushing / shoving
- Hitting / punching / pinching
- Kicking
- Throwing objects
- Taking others' belongings / stealing from others
- Damaging others' belongings
- Spitting at others
- Intimidation – making someone do something they don't want to do

Verbal

- Threatening others
- Name calling / teasing; bossing; antagonising
- Swearing at others
- Ridiculing (making fun of) another person because of their actions, appearance, physical characteristics, disability or cultural background

Indirect (including cyber-bullying)

- Spreading rumours
- Excluding others
- Writing notes
- SMS messages / emails / social network (e.g. Facebook, twitter)
- Inappropriate use of camera phones

What bullying is not

There are many negative behaviours that are not classified as bullying. These instances may require teacher intervention and management.

The following situations, while not desirable behaviour, are often confused with bullying:

Dobbing - is trying to get someone into trouble and not trying to solve the problem yourself.

Mutual conflict - In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Mutual conflict may evolve into a bullying situation at some point if it is not resolved; for example, when one person becomes targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike - Unless the social rejection is directed towards someone specifically and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, poor behaviour, random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, this does not constitute being bullied. This does not, however, lessen the seriousness of the incident or the subsequent consequences.

Responsibilities:

Staff's Responsibilities

School staff has a responsibility to:

- respect and support students
- model appropriate behaviour (words and actions) at all times
- monitor and track incidences of bullying and take appropriate action
- have current 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' Responsibilities

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to responsibly monitor online behaviour
- model appropriate behaviour (words and actions) at all times
- be able to assist their child to identify and understand bullying behaviour
- take an active role in their child's school life and identify signs that their child may be being bullied
- instruct their child to 'tell' if they are bullied
- support their child 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 if they occur.

Students' Responsibilities

Students have a responsibility to:

- show consideration, respect and support of others, modelling our three core values of respect, responsibility and personal best
- behave appropriately, respecting individual differences
- 'tell' if they are being bullied or if they see someone being bullied – both at school, on the way to and from school and if using online devices outside of school hours
- attempt to use learnt strategies to deal with bullying incidents
- behave as responsible digital citizens
- follow the school's Anti-bullying Plan

- behave as responsible bystanders
- report incidents of bullying, according to the school Anti-bullying Plan.

Community's Responsibilities

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
- model appropriate behaviour (words and actions) at all times
- support the school's Anti-bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur.

PREVENTION and EARLY INTERVENTION

Anti Bullying Programs

- Each year, all classes K-6 will discuss bullying and associated strategies to cope with bullying behaviours. This program may incorporate "**Positive Behaviour for Learning**" foundations
- Students will cover a range of topics in the term, exploring a range of themes
- Student learning will be responsive to need.

Other strategies may include

- encouraging students to employ strategies taught during personal development programs
- creating positive and inclusive classroom environments
- consistently acknowledging and rewarding positive behaviour and effort
- delivering learning and incursions via Backflips Against Bullying and Fun Friends
- developing and implementing positive student leadership programs.

RESPONSE

Reporting Procedures

- All classes will have regular class meetings to discuss issues as they arise
- Students will be encouraged to report all bullying as it occurs - students will be asked to report incidents to staff
- All acts of bullying will be recorded on Student Tracker, reviewed by Executive and discussed at whole school staff meetings.
- Students, who appear to be bullying on a regular basis, will be referred to the school Learning Support Team and may face disciplinary action, depending on context, frequency and severity and in accordance with the school's behaviour management processes.

Consequences

When a bullying incident is reported or observed, the school may:

1. Have discussions with the students involved
2. Take appropriate action e.g. discussion, resolution, restorative practices, time-out, attendance at planning room or data entry on Student Tracker;
3. Report to parents major bullying incidences and
4. Possible suspension

Repeated bullying will be looked at on an individual basis to determine appropriate action/response.

All students, whether they have been affected by, engaged in or witnessed bullying, will be offered support from teachers, school counsellor and/or out of school agency support.

Relevant Documents and Resources

Preventing and Responding to Student Bullying in Schools - <https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy>

Student Discipline in Government Schools - <https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy>

Student Discipline in Government Schools – Support Materials - https://education.nsw.gov.au/policy-library/associated-documents/disc_implement.pdf

Anti Racism Education – Advice for Schools - <https://education.nsw.gov.au/policy-library/associated-documents/anti-racism-education-advice-for-school.pdf>

DEC Bullying Interventions – Information for school executive, Learning Support Teams or Student Welfare Teams.

Bullying. No way! website www.bullyingnoway.com.au/ideasbox/things-work/info-manage-2-1.shtml

Bullying: Preventing and Responding to Student Bullying in Schools Policy.

Principals: Reporting Incidents Involving Assaults, Threats, Intimidation and Harassment.

Positive Behaviour for Learning

Method of Shared Concern (Appendix 4)

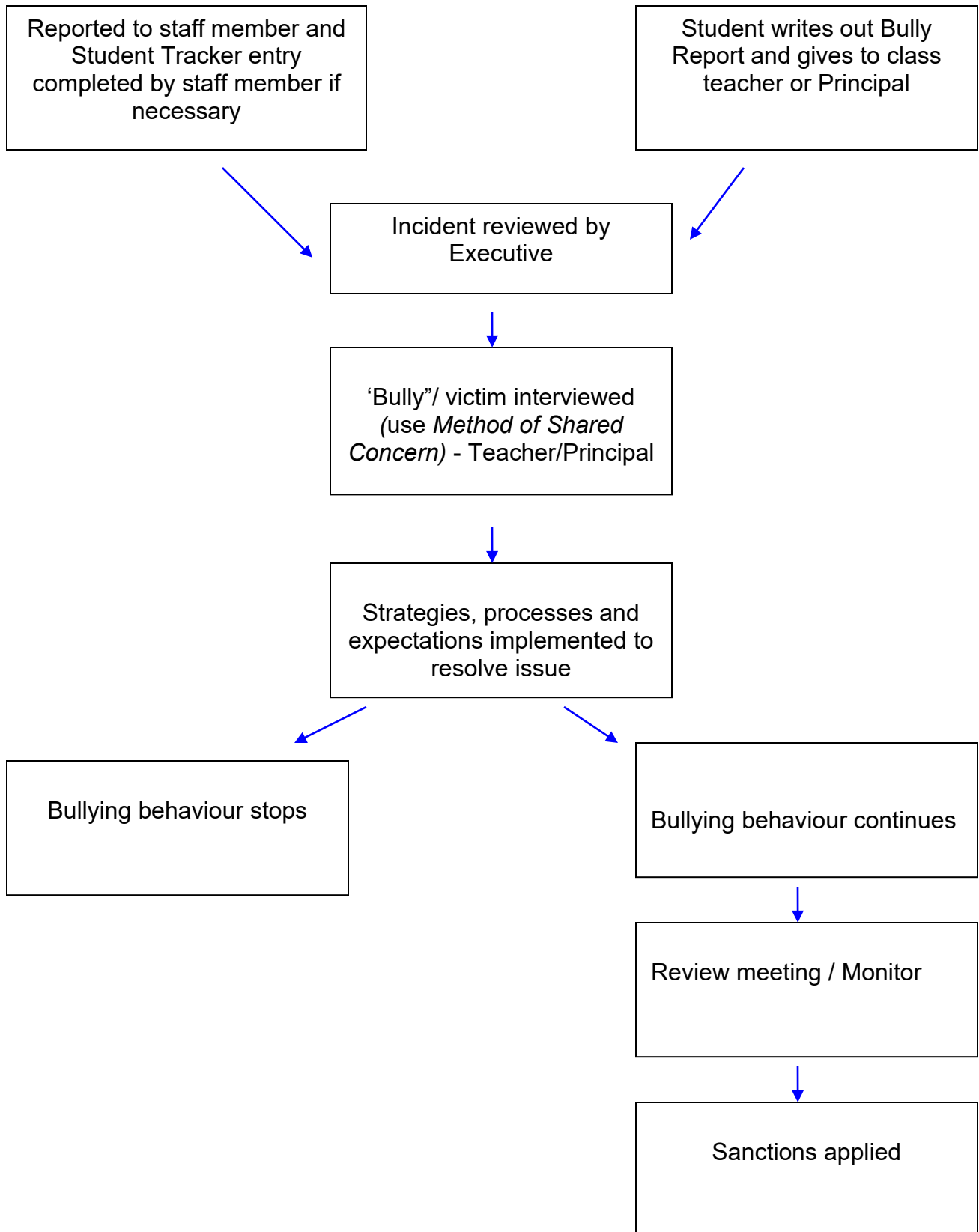
Evaluation

Incidents of bullying will be monitored on an ongoing basis.

Student Welfare Programs will be evaluated annually.

This plan will be reviewed in 2021.

BULLYING INCIDENT FLOWCHART



Strategies for Students on How to Deal with Bullying Behaviours

- Use an “I” message. Express your feelings in an assertive way. E.g. ‘I want you to stop’ or ‘Please don’t do that. I don’t like it’
- Look at the person. Try to speak in a strong voice. Say something like: ‘You might think that, but I don’t’ or ‘Why are you doing this?’
- Stand up against bullying. If you see, or hear, anyone being bullied, act now. Use messages such as ‘I don’t like what’s happening, please stop.’
- Stay in clear sight of peers and adults
- Try to stay calm. Practise keeping calm and walking away
- Try to show you are not upset. Practise this
- Walk away quietly, without looking back
- Go to a safe place e.g. with other children, near a teacher
- Talk to someone who can help you. Tell them what has happened, what you have said to end the bullying, how you feel and what they can do to help. Remember, this is not dobbing!

Most people have been bullied at some time, so don’t be ashamed to

SPEAK UP!!!

IT IS OK TO TELL!

Appendix 2:

Bullying: Warning Signs

Unless we are observant and watch for the signs of bullying, we may never know that our children are involved.

Signs that your child may be being bullied

- Dislike of school – school refusal
- A change in school performance and participation
- Gets into trouble more often at school
- Seems withdrawn
- Wants to be taken to school, even though it is close by
- Takes the long way home or walks home instead of catching the bus
- Possessions are damaged or missing
- Seems unhappy or depressed – cries easily and for no reason
- Unable to explain bruises or scratches
- Complains of stomach aches to avoid school
- Asks for, or steals extra money
- Doesn’t seem to have any friends or peer contact

- Has bad dreams
- Sleeps poorly
- Wets the bed
- Gets angry with brothers or sisters
- Sudden mood swings and outbursts of temper
- Uses put-down language when speaking about others

Signs that your child may be bullying others

- Aggressive behaviour – both inside and outside the home (teasing, threatening, hurting others)
- Difficult to manage
- Oversensitive – feels that everyone is out to get him/her
- Unhappiness / sadness
- Loses temper often
- Quietness or depression
- School work is suffering
- Disturbing stories about the child – from other students, their friends or other adults
- Sensing that other parents (whose children have contact with your child) are avoiding you, or hinting at things you don't know