

Morpeth Public School

ANTI - BULLYING PLAN - 2018

STATEMENT OF PURPOSE

At Morpeth Public School we value respect and show tolerance 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 and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education.

Outcomes of the Anti Bullying Plan

- To raise the school community's awareness of bullying
- To outline the responsibilities of students, parents and staff in reducing the incidence 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 which, although being distressing to those involved, are not classified as bullying. These instances often may require teacher intervention and management. The following situations 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 develop responsible on-line behaviour
- model appropriate behaviour (words and actions) at all times
- be aware of what bullying is
- be able to assist their child to identify and understanding bullying behaviour
- take an active role in their child's school life and watch for 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 when they occur.

Students' Responsibilities

Students have a responsibility to:

- show consideration, respect and support of others, modelling our three core values of respect, commitment and responsibility
- have a responsibility to behave appropriately, respecting individual differences

- ‘tell’ if they are being bullied or if they see someone being bullied – both at school and on the way to and from school
 - attempt to use learnt strategies to deal with bullying incidents
 - 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.

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
- to 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 strategies to cope with bullying behaviours. This program may incorporate “**You Can Do It**” foundations, where students will learn about building Resilience, Confidence, Persistence, Organisation and Getting Along skills.
- Students will cover a range of topics in the term, exploring different themes including:

Other strategies may include

- encouraging students to employ strategies taught during personal development programs;
- creating positive classroom environments;
- consistently rewarding positive behaviour and effort;
- delivering lessons via the Child Protection, Drug Education, Life Education, Interrelate, peer support programs, friendship group and others;
- 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 and 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. detention, time-out in the classroom, planning room, 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)

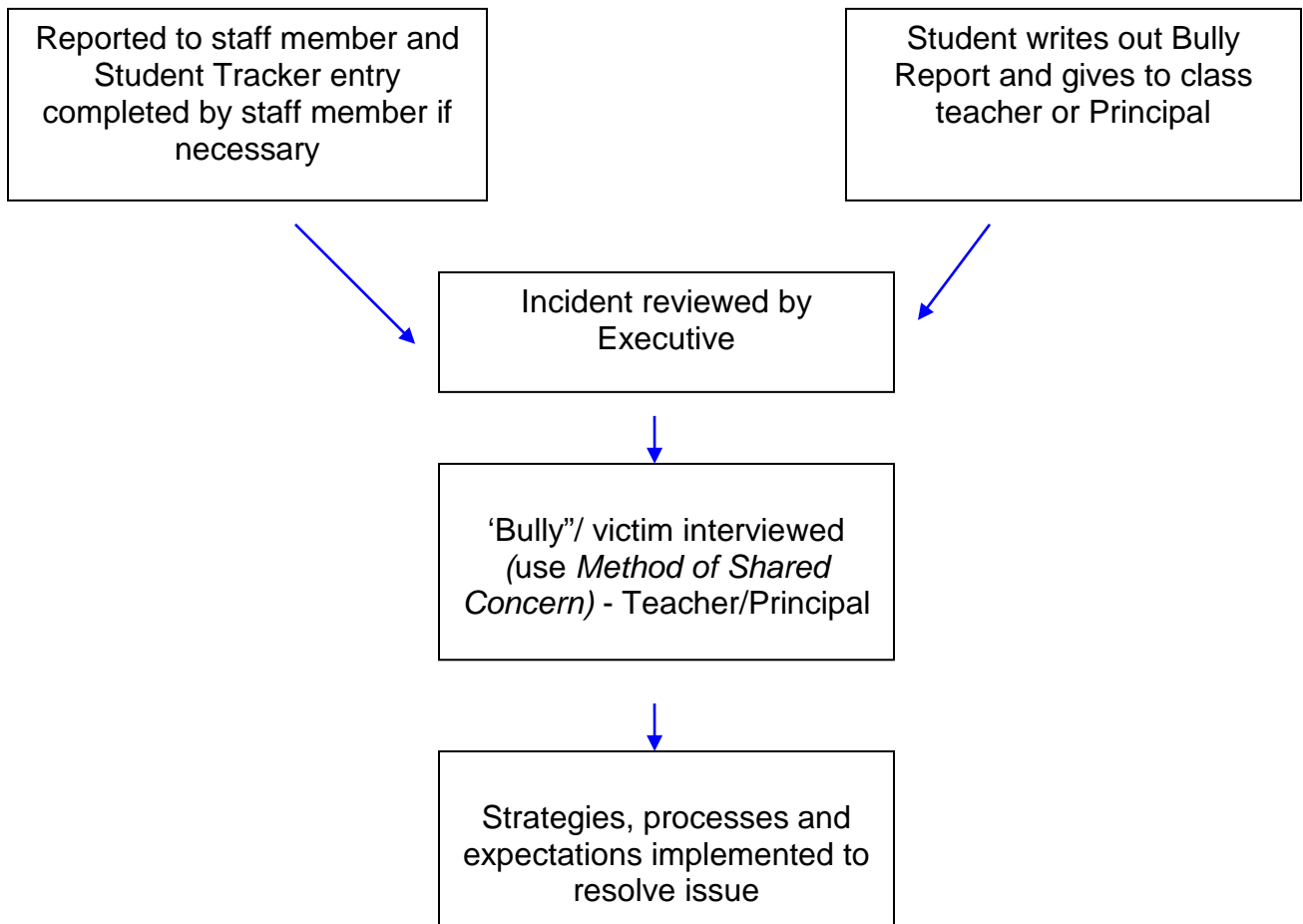
Evaluation

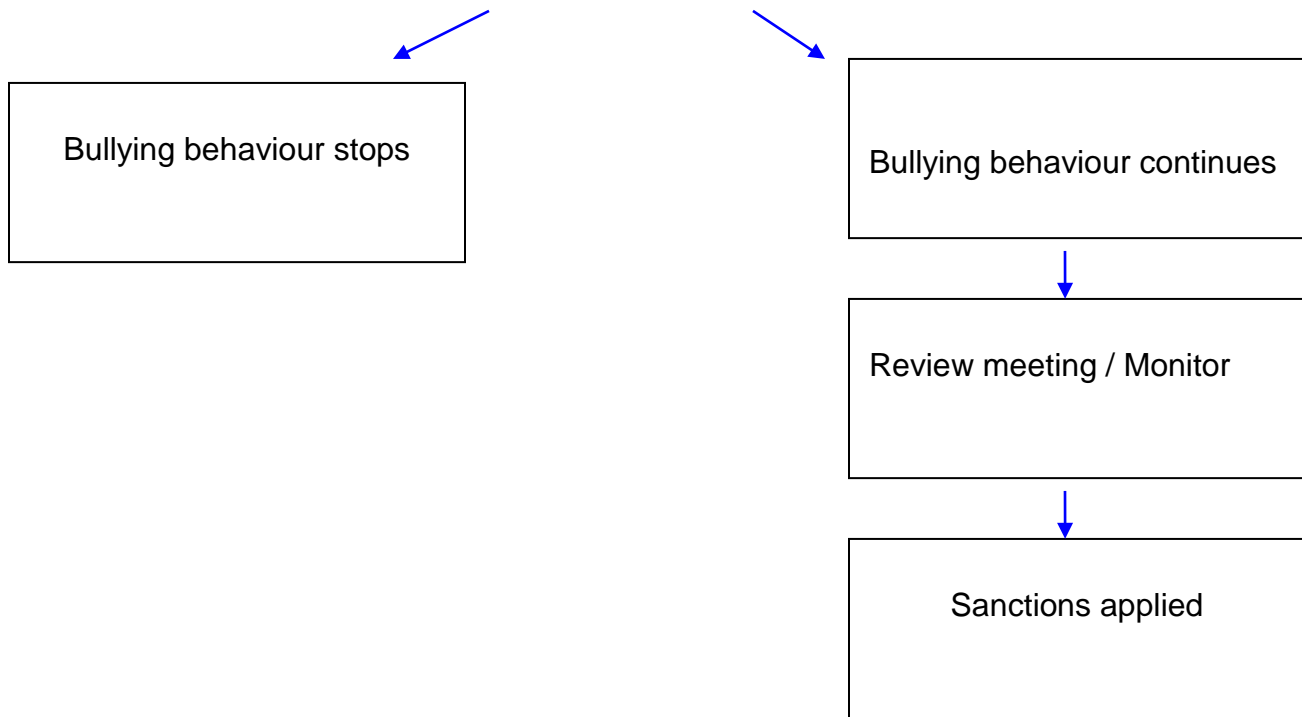
Incidents of bullying will be monitored on an ongoing basis.

Student Welfare Programs will be evaluated annually.

This plan will be reviewed in 2018.

BULLYING INCIDENT FLOWCHART





Appendix 1

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 here, please stop.'
- Stay in 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!

- Use humour if appropriate.

**Most people have been bullied at some time,
So, do not 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

- Dislikes school
- Lowered school performance
- Gets into trouble more often at school
- Wants to be taken to school even though it is close
- Takes the long way home or walking 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
- 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

Method of Shared Concern

1. Individual "chats."
 - Reported main offender first – targeted student last.
 - Private, non-blaming, non-investigative, non-punitive.
2. Follow up "chat" one week later.
3. Group Meeting/s.

Individual "Chats"

STAGE 1

"I've heard that 'X' is having a hard time at school. Can you tell me about it?"

- Let them talk
- Avoid closed questions.
- Don't question if they complain about the targeted student.

STAGE 2

"It sounds like 'X' is having a bad time."

- As soon as they agree, move on to stage 3.
- If they blame the targeted student point out that they are still having a bad time.
- If they are unable to agree say "It seems like you aren't ready to talk about it, I

STAGE 3

Acknowledge their agreement and elicit solutions

"Good on you – I was wondering what you could do to help improve 'X's situation?"

- Accept suggestions, don't bargain or question.

STAGE 4

Create expectation that there will be follow up to see what has been happening.

"That sounds great – I will come and see you next week to see how you are going