Anti-Bullying Policy

Finalised 2011

Staff: 2010    Parents: 2010    Student Parliament: 2010
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Brooke Avenue Public School

Anti Bullying Policy

Building strong partnerships between our school and parents to improve learning outcomes for all our students.

BULLYING CAN BE STOPPED – Don’t Obey Bullies – D.O.B

Policy Statement against bullying

Brooke Avenue Public School, like all public schools, is an inclusive environment where diversity is affirmed and individual differences respected.

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

We acknowledge that bullying exists in our society. It is the responsibility of the whole school community to work together to address bullying. A partnership with students, parents, caregivers, staff and the wider school community is central to the success of this process.

Defining Bullying Behaviour

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, culture, religion, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

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 and other forms of cybercrime.

*(NSW Department of Education and Training, Student Discipline in Government Schools (PD 2006/0316). Anti-bullying Plan for Schools, pp5-6)*
Statement of Purpose

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that gets in the way of teaching and learning at school and interferes with the wellbeing of students cannot be accepted.

Students, parents, caregivers, staff and members of the wider community have a shared responsibility to create a safe and happy environment free from all forms of bullying.

They can expect:
- that students be safe at school, free from fear of bullying, harassment and intimidation
- to be involved in the collaborative development of the school Anti-bullying plan
- to know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

Managing Bullying

Students can expect:
- to be treated with dignity and respect
- to know that their concerns will be taken seriously and handled in a sensitive manner
- to be provided with appropriate support (for both the victim and the bully), including counselling
- severe cases of bullying to result in suspension and if necessary be reported to the authorities

Students have a responsibility to:
- fully understand what “bullying” is (NSW Department of Education and Training, Student Discipline in Government Schools (PD 2006/0316) Anti-bullying Plan for Schools, p5-6.)
- not bully others
- tell someone if they are being bullied or if they see someone else being bullied
- help someone who is being bullied by informing a teacher or staff member.
- treat students and staff with dignity and respect
- behave appropriately and respect individual differences and their privacy
Parents/Caregivers have a responsibility to:

- fully understand what “bullying” is
  (NSW Department of Education and Training, Student Discipline in Government Schools (PD 2006/0316) Anti-bullying Plan for Schools, p5-6.)
- be aware of the school Anti-Bullying Policy
- listen to their children, ask questions then instruct their children to “tell” if they are bullied
- be aware of the signs and symptoms of bullying for example, school avoidance, persistent headaches, stomach aches, damaged clothes, bruises, sleep disturbance etc
- contact the school promptly, and in the appropriate manner, if bullying behaviour is suspected
- be willing to attend interviews at the school, where appropriate
- make appointments with staff to discuss any concerns

Staff have a responsibility to:

- fully understand what “bullying” is
  (NSW Department of Education and Training, Student Discipline in Government Schools (PD 2006/0316) Anti-bullying Plan for Schools, p5-6.)
- guide children to establish a class set of rules
- explicit teaching done through classroom and social skills programs beginning in the Infants grades eg You Can Do It, K-6 CT/RT, Child Protection
- provide structured play activities that lead to socialisation skills eg Peace Park/Safe Zone
- model appropriate behaviours at all times including establishing classrooms as bully free zones
- refer long-term victims to the school counsellor via the Learning Support Team
- deal consistently with all reported and observed incidents of bullying using professional judgement
- keep a reliable register of offenders that is available to all staff thru ESR Welfare
- ensure that children are adequately and appropriately supervised at all times eg playground, classroom, excursions
- undertake professional development on Anti Bullying policies and procedures
- assign consequences for bullying following the School Discipline Policy and Anti Bullying Policy

The School has a responsibility to:

- take seriously parent concerns about bullying
- inform students, parents, caregivers and the community about Brooke Avenue Public School’s Student Welfare Policy which includes the schools Anti Bullying Policy
provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders and observers
- provide parents, caregivers and students with strategies that promote appropriate behaviour, and information regarding the consequences of bullying
- communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- follow up appropriate action and document complaints of bullying, harassment and intimidation.

REPORTING INCIDENTS OF BULLYING

Reporting of Bullying

Incidents of bullying can be reported to any staff member, the executive or the Principal by children and their parents. Any bullying incidents that are dealt with will be recorded in ESR Welfare.

Responding to Reported Incidents of Bullying

When a bullying incident is reported or observed the following will occur.

1. Child/parents reports bullying incident to a staff member
2. Staff member and children to discuss the problem through mediation and attempt to come to an agreed resolution
3. Record of the incident is kept by the class teacher.
4. If mediation is unsuccessful, the matter is referred to the Stage Leader.
5. He/she will talk to the children involved to establish the facts about the incident and remind them such behaviour is not acceptable.
6. Establish and implement the consequences of repeated incidents.
7. Inform appropriate staff of the incident.
8. Stage Leader / Classroom teacher monitor the behaviour of the children involved following this discussion. The bully will be encouraged to do some tasks or responsibilities and be praised for doing something right. • If the aggression is repeated or the child continues to bully, the Stage Leader will make an appointment to speak to the Parents / Carer. He/she will remind the parents of the school policy and ask for their co-operation in stopping the child from bullying other children.
9. Depending on the type and frequency of the bullying, the Principal may issue a Warning of Suspension or a Suspension.

Other consequences for continued bullying include:

- Time out from playground (planning room)
- Withdrawal of privileges including Picnic Day, Year 6 Farewell, Excursions, Sporting events, Dance group, Choir tec
- Referral to the School Counsellor for follow-up support
- Suspension warning letter

BAPS Anti-Bullying Policy
- Apology to person being bullied
- Referral to police may occur
- If none of the above sanctions succeed in stopping the child from “bullying” he/she may be suspended according to the DET suspension Policy. Some incidents may need to be referred to outside agencies

**Monitoring and Evaluating**

By utilising the ESR Welfare program, data will be collected and analysed to monitor and address the prevalence, locations and types of bullying at Brooke Ave PS. The school may conduct annual Bullying audits as well.

We will identify indicators to assess the effectiveness of the strategies, programs, and procedures we have in place to address bullying.
Attachments

A. CLASSROOM STRATEGIES FOR TEACHING CHILDREN ABOUT BULLYING

Adaptive Behaviours develop social skills, anger control and moral values, provide the framework which helps children establish permanent behaviour change. The following skills and outcomes can be taught as part of the P.D.H.P.E. syllabus. These are important for successful classroom and playground interactions.

Teaching Strategies for Social Skills
K-1-2 ,3-6
• Know Your Feelings • Knowing/Expressing you Feelings • Feeling Left Out • Recognising Another’s Feeling • Asking to Talk • Showing Understanding of Feelings • Dealing With Fear • Expressing Concern
• Deciding How Someone Feels • Dealing with Another’s Anger • Rewarding Yourself

Teaching Strategies for Friendship
K-6 3-6
• What is a Friend? Friendly Advice • Negotiating • How to Make a Friend • Joining a Conversation • Friendship Skills • Joining a Game • Keeping Friends • Dealing with Fights / Arguments • Making Mistakes • Sharing • Making Decisions in a Group • Respecting Other People’s Opinions

Teaching Strategies for Aggression
K-1-2 3-6
• Dealing with Teasing • Using Self Control • Dealing with Anger • Asking Permission • Deciding If It’s Fair • Responding to Teasing • Solving a Problem • Avoiding Trouble (staying out of fights) • Accepting Consequences • Problem Solving • Accepting Consequences • Dealing with an Accusation • Negotiating

Teaching Strategies For Understanding Bullying Behaviour K-6
• Dealing with Peer Pressure • Dealing with Persuasion • Understanding Bullies • Learning New Ways • Helping Victims • Responsibilities of Bystanders

B. SUPPORT SERVICES

The following support personnel are available to help the school community resolve bullying incidents:
• The School Counsellor – can seek to identify the causes and resolve the incident.
• Itinerant Support Teacher (Behaviour) – is available to assist teachers in developing and implementing programs. The IST (B) is accessed by referring the child to the School LST, who on assessing the situation, may suggest making a referral to the IST (B)
• Central Coast Behaviour Team (via referral through the LST)
• Kids Help Line – (Free Call 1800 55 1800)
• Central Coast Area Health
• Police
• Dept. of Community Services