



Education &
Communities

Mount Warrigal Public School

Anti-bullying Plan



Updated July 2018





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 and Communities*.

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

Bullying is an ongoing misuse of power through repeated verbal, physical, and/or social behaviour that causes harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can be described as the type of behaviour involved. These behaviours can be verbal, social and/or physical. It can occur in person or online. (Online bullying refers to bullying through information and communication technologies.) The means by which bullying can occur could be direct or indirect and the visibility can be overt or covert.

Bullying can be labeled in relation to the harm caused. This harm can be physical and psychological. It results in a constant feeling of fear and a loss of power and control. This directly impacts on the mental health and wellbeing of those involved, including bystanders. There is no one particular setting for bullying to occur, it can happen anywhere to anyone.

Some incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. These require addressing and planning to reach resolution. These can include one off acts of inappropriate behaviour, isolated incidents of aggression, intimidation or violence, mutual disagreements where there is no power imbalance and single acts of non-inclusion or social rejection.

Online bullying is the use of technology such as the internet or mobile devices to bully someone. It can include:

- sending abusive text messages and emails
- posting hurtful or threatening material on social media like Instagram, Facebook, Twitter and Snapchat, or on gaming networks
- imitating or excluding others online
- tagging inappropriate or unflattering images
- threatening another person to do something such as sending revealing images

Online bullying is generally covert in nature and kept out of sight from adults. This means that it is identified less often than overt forms of bullying.

In developing and writing our school anti-bullying plan, representation from the whole school community was ensured by assembling a focus group of representatives to collectively and collaboratively develop the document. These members included; school executive, teaching staff, carers, students, Community Liaison Officer, Aboriginal Education Officer, Pastoral Care Worker and the Parents and Citizens association. The plan will be implemented with evaluation and review to occur through parent, students and staff forums as needed, and annually when specifically reported upon to the school community.

Statement of Purpose

The Australian Government, Department of Education 'National Safe Schools Framework' is based on an overarching vision that all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. The guiding principles to support this vision emphasise the importance of student safety and wellbeing for effective learning in all school settings. These guiding principles require that we:

- affirm the rights of all members of the school community to feel safe and be safe at school;
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning;
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities;
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued;
- actively support young people to develop understanding and skills to keep themselves and others safe;
- commit to developing a safe school community through a whole-school, evidence-based approach.

The Mount Warrigal Public School Anti –Bullying Plan has been created to ensure a shared understanding of the definition of bullying and the plan for prevention. It outlines the policy and procedures followed at the school in response to bullying involving harassment, discrimination and violence.

At Mount Warrigal Public School we provide a multi-faceted, positive approach to student welfare and wellbeing. At the core of our school is a Positive Behaviour for learning focus, which is an evidence-based, whole school process, to improve learning outcomes for all students. Staff work to gather evidence, plan, model and explicitly teach school expectations and social appropriateness. Incorporating student voice contributes to a sense of belonging and ownership, a commitment to common goals and the maintenance of an inclusive and democratic school culture. The 'Kindness on Purpose' program, was launched in 2017 to build and promote kindness, self-reflection and empathy. These focus areas are integrated throughout daily teaching and learning opportunities.

The Mount Warrigal Public School staff, students, carers and community are committed to providing a safe and supportive environment distinguished by whole-school wellbeing, where all members feel respected, valued and free from bullying and harassment.

We are committed to;

- preventing and responding to bullying
- supporting and encouraging reporting
- maintaining cooperative and supportive relationships and connections between school and home
- supporting all school community members to contribute to the prevention of bullying by modelling appropriate behaviour and respect
- providing active supervision of students
- implementing anti-bullying strategies
- caring for injured students (psychologically, physically)
- taking reasonable precautions to prevent a foreseeable and significant risk
- delivering explicit learning opportunities focused on the strategies needed to confront bullying that may be encountered
- providing explicit learning opportunities to build students' digital literacy skills in keeping safe online
- supporting our students to succeed and thrive

Protection

All members of the school community contribute to the prevention of bullying by modelling appropriate behaviour and respectful relationships. All students, staff, carers and community have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination, including that based on sex, race, disability, homosexuality or transgender.

Leadership commitment is integral to the safety and wellbeing of the school community. Leaders work to establish approaches and procedures that ensure a safe and supportive learning community, in-line with the Melbourne Declaration 2008.

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

We promote a positive school culture where bullying is less likely to occur through:

- creating clear expectations of desirable school relationships and appropriate behavior
- using data to inform decision making
- high expectations of students, both academically and socially
- collaborating with school community members to implement immediate and fair consequences for both appropriate and inappropriate behavior
- providing support for students, so they can develop positive relationships and manage conflict
- regular monitoring and review of anti-bullying approaches and strategies
- prompt follow-up when bullying behaviour occurs.

Staff, students and community work together to maintain a supportive and connected school culture, respectful of diversity. All members of the school community should feel connected, welcomed and valued.

A strong focus on building a positive school culture that both respects and values difference is essential. Being a responsible bystander and teaching of 'upstander' behaviour is encouraged and is an explicit focus for all members of the school community. Bullying is less likely in a climate that actively promotes positive, caring relationships among students and staff and between the school and home. It is also less likely when aggressive or disrespectful behaviour is not tolerated.

School staff develop inclusive whole-school practices, model and explicitly teach pro-social values and expectations. Diversity is promoted and demonstrated by including student and parent voices in decision-making processes. Students have the right to learn in a safe environment where they are treated fairly, with respect, free from harassment, discrimination and intimidation. They have right to receive support and specific programs to assist in their learning. Students are responsible for their learning and for respecting the differences in others. They have the responsibility to respect the rights of others.

<https://antibullying.nsw.gov.au/>

All students are responsible for-

- personal behaviour choices
- behaving as a responsible digital citizen
- following the 'No, go tell' process
- Supporting school policy and procedure and the Anti-bullying plan
- reporting any bullying behaviour in any environment, including cyber-bullying, both inside and outside of school
- being a responsible bystander

Staff have a responsibility to provide a safe and engaging learning environment, delivering programs which cater for the needs of the students in their care. They have a responsibility to treat all members of the school community with respect and dignity. Staff also have the right to be supported and treated with respect. They are entitled to work in an environment free from harassment, discrimination and intimidation. Staff have a responsibility to make decisions in response to behaviour and wellbeing concerns, in-line with school values, expectations, plans and departmental policy. They are encouraged to access support from the Department of Education, school executive and relevant staff where appropriate. Staff have a responsibility to report any child wellbeing concerns as a mandatory reporter.

All staff are responsible for:

- modelling appropriate behaviour and abiding by the 'Code of Conduct' for all Department of Education staff members
- gaining a knowledge of departmental policy and school procedures
- explicit teaching of positive behaviour for learning and the promotion and celebration of diversity
- providing curriculum that supports students to develop an understanding of bullying and its impact
- responding in a timely manner to all reported and observed incidences of bullying as set out in the school's anti-bullying plan and department policy
- ensuring that students are supervised under 'duty of care' requirements
- reporting and recording all incidences of bullying
- encouraging staff, students and parents/carers to report incidents of concern to the school, following the school procedure
- Reporting child protection concerns and ensuring contact to community services occurs where required

<https://education.nsw.gov.au/policy-library/policies/incident-reporting-policy>

Parents and carers have the right to expect their student is safe at school, free from harassment, discrimination and intimidation and that their family is treated with respect and dignity by all members of the school community. Parents and carers have the right to expect that learning programs cater for their child's needs and that they are informed of their child's welfare, behaviour, progress, attitude and effort. Parents and carers have a responsibility to work in partnership with the school to ensure the best outcomes for their child. They have the right to be provided with support and have a responsibility to discuss concerns with the school, following the appropriate school reporting procedures. Parents and carers have a right to expect that their child's learning will not be disrupted by the actions of other students.

All parents/caregivers are responsible for:

- monitoring their child for signs and evidence of bullying
- instructing their children to report to the school if they are bullied
- supporting their child to be responsible for their own behaviour
- supporting department policy and school procedure within the Anti-bullying plan
- informing the school of incidents related to their child's welfare or another student's welfare
- working in partnership with the school

Parents and carers fact sheet. What is bullying and what can I do?

<https://schoolsequella.det.nsw.edu.au/file/f4784224-9837-4af8-a23d-56bb6ed37194/1/antibullying-fs-english.pdf>

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

Prevention

A shared understanding of bullying prevents bullying behaviour. A well-designed, maintained and supervised school environment is shown to be important in counteracting bullying at school and promoting positive social interactions among students and staff. Prevention requires:

- A holistic, whole-school approach establishing school-wide anti-bullying policies; focusing on preventing bullying in key environments including the classroom and playground; promoting a culture of reporting bullying; and partnering with parents and carers
- Educational content that supports students to develop social and emotional competencies, and learn appropriate ways to respond to bullying behaviours
- Support and professional development for teachers and other school staff on how best to maintain a positive school climate
- Systematic program implementation and evaluation
- Positive student behaviour systems

In working to prevent bullying behaviour we follow the evidence based practices listed. https://www.cese.nsw.gov.au/images/stories/PDF/What-works-best_FA-2015_AA.pdf

- **High expectations for the behaviour of all**
 - Modelling how to treat others with kindness and respect
- **Explicit teaching of bullying behaviour and its impact, including cyber-bullying**
 - Helping children to understand bullying and that it is unacceptable
 - Talking about what bullying is and how to stand up to it safely
 - Knowing how to report and get help.
- **Effective feedback to prevent bullying**
 - Keeping the lines of communication open
 - Checking in and listening
- **Data informed practice using records to plan explicit supports and actions**
- **Effective classroom management and supervision in all areas**
- **Collaboration with all members of the school community valuing diversity and voice**

At Mount Warrigal Public School all staff are involved in ongoing professional development and support to implement programs which are at the core of all learning across the curriculum. These programs specifically and explicitly teach students about bullying and the impact of this behaviour.

Positive behaviour for learning (PBL) program

- Common vision developed by students, staff and community
- Strong collaborative PBL team
- Clear matrix of behaviour expectations in all areas
- Clear data driven action plan
- Communication platforms social media, visual, verbal announcements, weekly/fortnightly meetings, newsletter, Skoolbag, google share/survey
- Explicit evidence based lessons and plans with anti-bullying messages across all curriculum areas

- Feedback and reinforcement practices
- Minor and Major learning errors are defined and communicated and supports are in place
- Flowchart of response and consequence is clear for staff, students and community
- Electronic data collection system. Data utilised for school-wide interventions
- The function of behaviour is investigated to plan individual support systems and strategies
- Weekly explicit lessons are conducted driven by behaviour data and include information about bullying, including cyber-bullying
- Clear focus on responsible bystander 'upstander' behaviour for prevention

Kindness on Purpose program (KOP)

A Primary and Secondary school program that connects students to empathy. The program teaches that when we connect to empathy there is:

- Less bullying
- Lower rates of depression and anxiety
- Reduced social isolation
- Increased student engagement
- Positive wellbeing for all students

KOP focuses on explicitly teaching student to demonstrate:

Self-awareness- Recognising and understanding our feelings and our strengths.

Self-management- Regulating and expressing our emotions appropriately.

Social awareness- Understanding what others are feeling, being able to take their perspective, and appreciating and interacting positively with diverse groups.

Relationship skills- Establishing and maintaining healthy relationships, constructively resolving interpersonal conflict and seeking help when needed.

Responsible decision making- Being aware of the consequences for ourselves and others when we make decisions.

Safe4Kids- Child Protection Program

This program provides children with clear messages regarding inappropriate behaviour, allowing them to identify unsafe situations and seek help immediately. Students are encouraged to persist in seeking help until they feel safe again.

Teachers explicitly teach child protection in an engaging, positive and supportive way. Lessons with the children are age appropriate, direct but sensitive ensuring all children are clear about issues of personal safety and can identify their own support network. Students work to understand and articulate safe practices, public and private areas of the body, correct terminology for body parts and a belief in their own dignity and the rights to personal safety.

Workshops are provided to staff, families and service providers within the community which are aimed at deepening their skills to identify the warning signs associated with student protection and to build a greater confidence to the support role they play with children and others who may be at risk. Information is provided on legal responsibilities of stakeholders. The responsibilities of staff and families are made clear to ensure the protection of all children

Safe 4 Kids focuses on the following content;

- Safe and Unsafe
- Yes of safe touches/ No or unsafe touches
- Feelings
- Early warning signs and dobbing versus telling
- Risking on purpose
- Safety teams Persistence in telling
- Public and Private
- Saying 'no' personal space and strangers
- Secrets- safe and unsafe

Early Intervention

Early intervention and targeted support are essential elements in building and maintaining a safe environment. Identifying 'at risk' students is the first step to developing strategies and processes that provide ongoing support to these students and their families.

Early intervention means providing support before an issue emerges or escalates. This includes creating and implementing skill development for students identified as being at risk of long-term difficulties with social relationships, and students who previously experienced bullying or engaged in bullying behaviour.

Staff professional learning builds the capacity of educators to identify opportunities for early intervention. It also helps staff respond effectively with appropriate approaches and strategies. Interventions should include follow-up support and monitoring of individual students and families who would benefit from additional support.

'At risk' students are identified prior to enrolment when liaising with previous schools and interviewing families. Students are also identified through observational data in the classroom and the playground at school.

We teach bystanders to be upstanders. Bystanders contribute to the problem. Upstanders can stop the problem.

Bullying often happens in the presence of witnesses (or bystanders) who can play a key role in influencing bullying behaviour. Four distinct bystander roles have been identified:

Reinforcer - encourages the bullying by laughing and cheering

Assistant - actively supports the bullying by doing things such as blocking exits

Outsider - silent observation that could be interpreted as approval

Defender - active support for the person being bullied, also called upstander.

Research shows that others speaking out or taking action can stop bullying behaviour. Becoming an upstander is about moving from silence to action - doing something that prevents or reduces the observed bullying or coming to the aid of another child who is the recipient of bullying behaviour.

If it is safe to do so, students can become upstanders by:

- speaking out and telling the bully to stop
- distracting the bully by refocusing attention away from the person being bullied
- reporting to a teacher who can help.

Teaching about bullying in the classroom

Teaching about bullying is part of a comprehensive and coordinated whole-school approach. Bullying is addressed by teaching students about:

- feelings
- positive social interaction

- diversity
- discrimination
- power
- conflict.

Social and emotional learning

Social and emotional learning help students develop the understandings, strategies and skills they need to:

- foster a positive sense of self
- promote respectful relationships
- build their capacity to manage their emotions, behaviours and interactions with others.

<https://antibullying.nsw.gov.au/media/documents/activities/Anti-bullying-Activity-Booklet-A4.pdf> For students

Research shows that teaching specific social and emotional skills across curriculum areas enhances existing skills and promotes new skills.

There are five broad areas of social and emotional learning:

1. Self-awareness- Recognising and understanding our feelings and our strengths.
2. Self-management- Regulating and expressing our emotions appropriately.
3. Social awareness-Understanding what others are feeling, being able to take their perspective, and appreciating and interacting positively with diverse groups.
4. Relationship skills-Establishing and maintaining healthy relationships, constructively resolving interpersonal conflict and seeking help when needed.
5. Responsible decision-making-Being aware of the consequences for ourselves and others when we make decisions.

These areas relate to the Personal and Social Capabilities in the Australian Curriculum.

By looking for opportunities to introduce and reinforce positive behaviours in the classroom, students can be encouraged to practise skills such as working collaboratively, showing respect for others and managing their emotions and behaviours.

Supporting diversity in the classroom

A supportive and connected school culture is respectful of diversity. It helps all members of the school community feel connected, welcomed and valued. These include Aboriginal and Torres Strait Islander students, students with disabilities and students with language backgrounds other than English. It also includes students from communities with low socioeconomic status, students from rural and remote areas, refugees, those at risk of disengaging from school and students who can be disadvantaged by various forms of gender stereotyping.

Teachers build a culture of cooperation and collaboration amongst students in their classrooms by incorporating activities that develop positive relationships, such as getting to know each other activities and small group activities.

Educators provide opportunities for positive interactions between students during curriculum tasks by using processes such as inquiry-based learning.

Professional learning and resources

KidsMatter,- a mental health and wellbeing framework for primary schools, provides a comprehensive description of social and emotional learning.

MindMatters- a mental health and wellbeing framework for secondary schools, includes a series of teaching modules called student skills for resilience which explore the capacity of young people to cope with stressors in their lives through learning social and emotional skills.

The Collaborative for Academic, Social and Emotional Learning (CASEL) has information and resources on social and emotional learning including professional development resources.

The NSW Department of Education's Personal Development Health and Physical Education (PDHPE) teaching strategies resource details six classroom strategies that involve active participation and interactive learning approaches.

Build student connections

Teachers work to build student connections and to develop positive classroom relationships and climate. The activities can be used at the beginning of the year to help students get to know each other and then as required to build collaboration and cooperation.

Various early intervention strategies are utilised at Mount Warrigal Public School. Some examples include:

Parent, Teacher student learning conversations and conferences	Internal Department support policies and resources
Check in and check out systems	External support clinicians, programs
Learning Support team referral	Previous school information, record cards, communication with key stakeholders
Enrolment discussions	Additional supervision support
Emergency funding and integration funding supports	Controlled play space and support
Psychologist observation and support strategies	School chaplain social skills lessons
Risk assessment- triggers and helpful strategies	Social scripts and supports explicitly taught and monitored
Staff professional learning opportunities to support programs and actions	Family support CLO/AEO/ School based/ learning opportunities

RESPONSE

A shared understanding of bullying assists in response to behaviour. Families and schools work together as partners in the education of children and young people. Response refers to the actions of the school when an incident occurs and to the informed development of future protection, prevention, early intervention and response strategies, such as:

- whole-school, collaboratively developed policies, plans, programs and structures for supporting safety and wellbeing
- clear procedures that enable staff, parents, carers and students to report confidentially any incidents or situations of child maltreatment, harassment, aggression, violence or bullying
- clearly communicated procedures for staff to follow when responding to incidents of student harm from child maltreatment, harassment, aggression, violence, bullying or misuse of technology
- agreements for responsible use of technology by staff and students- Cyber policy
- regular risk assessments of the physical school environment (including off-campus and outside school hours related activities), leading to the development of effective risk-management plans
- established and well-understood protocols about appropriate and inappropriate adult-to-student contact and interactions within the school context- Code of conduct for all stakeholders
- effective strategies for record keeping and communication between appropriate staff about safety and wellbeing issues- EBS4
- a representative group responsible for overseeing the school's safety and wellbeing initiatives- Positive Behaviour for Learning, Kindness on Purpose, Learning Support Team, Occupational Health and Safety
- protocols for the introduction of casual staff, new staff and new students and families into the school's safety and wellbeing policies and procedures (Australian Government Department of Education and Training 2016).- School Induction pack
- review and evaluation of strategies

As a Department of Education school, Mount Warrigal Public School will respond to the report of bullying behaviour using the school complaint procedure guidelines as a basis. https://education.nsw.gov.au/policy-library/associated-documents/School-complaint-procedure_AC.pdf All reporting procedures are shared and communicated through; Departmental policy, School processes and procedures, Newsletter, Skoolbag, Facebook, conferences and explicit teaching opportunities. This process will enable us to:

- resolve incidents in a timely, fair and helpful manner
- give the school community confidence in our processes
- provide information to enhance our systems
- prevent reporters or students from suffering detriment because a report has been made by them or on their behalf

Where responding to reports of bullying Mount Warrigal Public School are committed to:

1. respectful treatment of all reports
2. providing information about reporting and the appropriate procedure to follow
3. good communication with all stakeholders to inform of the status of the process
4. taking ownership of reports and ensuring that people who are responding to reports are supported
5. timeliness of report handling and dealing with issues as soon as possible
6. transparency through recording and analysing report data to inform systems improvement

If a child reports bullying, the school community aims to:

- Encourage the child to talk about what happened
- Listen calmly and get the full story
- Reassure the child
- Ask the child what they want to do – and what they want you to do
- Contact the school (parents and carers)
- Discuss and practise strategies to respond to bullying
- Talk about being a supportive bystander/upstander
- If the child tells you that the bullying is continuing or increasing, contact the school (parents and carers)

<https://antibullying.nsw.gov.au/parents-and-carers>

Reporting bullying behaviour to the school

Guideline for reporting bullying to the school for parents and carers.

The classroom teacher is often the best person to handle concerns about matters within their classroom and/ or area of responsibility. Some reports will need the involvement of the principal, workplace manager or another executive staff member.

The welfare of your own child	<ol style="list-style-type: none">1. Directly contact your child's teacher (before or after class)2. For more serious concerns, contact the office. State the nature of your concern and arrange a suitable time to talk with class teacher or appropriate staff member.
Actions of other students	<ol style="list-style-type: none">1. Contact the class teacher2. For more serious concerns, contact the stage supervisor or Principal
School policy or practice	<ol style="list-style-type: none">1. Contact the office. State the nature of the concern and make an appointment to see the Principal and/or appropriate member of staff

It is important to follow the above reporting guidelines to support students and the school. If parents and carers are feeling frustrated by a situation, it is important to make an appointment at the school to talk about the incident in a calm and supportive environment.

It is never acceptable to approach another child or their family to resolve a concern. The school works to resolve all bullying issues within its anti-bullying plan and related departmental policies. This ensures that students, staff and families are best supported in a safe and productive environment.

What will happen when a report of bullying is made by any member of the school community?

Timeframe: approximately 48 hour turnaround

1. Acknowledgement of the report

Acknowledgement of the report will happen as soon as possible. This can be done in person, by telephone, email or in writing. This information is documented on the school system

The school will talk privately with the reporter about the issue. The conversation will be about the person exhibiting bullying behaviour and the recipient of bullying behaviour. If criminal activity is discussed, the school will contact the police. We will then:

- listen carefully to the issues
- keep the matter as confidential as possible by only sharing information with those who need to know about the complaint issues
- let the reporter know that they will be kept up to date with progress and help is available

2. Assessment

The report will be documented and then presented to the reporter to clarify and confirm the details are correct. The nature of the report is agreed upon. The reporter's expected and desired outcome of the report is clarified.

A plan of action is developed with the reporter and the family. This could include supporting them to:

- not retaliate or respond to the person who bullied them
- monitor relationships carefully in all environments
- engage in check-in systems
- engage with their safety network
- block the person who engaged in the bullying or 'unfriend them' to stop the bullying
- change privacy and security settings on their social media accounts
- report all bullying

3. Gather information

To allow a proper assessment of the report as quickly as possible, the information gathered could include;

- copies of school student records
- copies of previous reports
- information and/or accounts from students, staff, school community
- further information from reporters
- screenshots of relevant material
- records of URLs or web addresses of the material

Relevant school personnel are notified of the matter. This could be the school principal or school executive/teacher. The information collected is provided.

Discussions of a planned approach to work through the matter, including the responsibilities of the teacher, the school executive, the student and their parents or carers then occurs.

4. Resolve

The school will communicate the progress of the report. Stakeholders will be informed if a delay is anticipated. Information of the outcome of the report will then be provided to those concerned.

5. Record keeping and actions

- Contacts with the reporter, management and the outcome of the report and actions taken are recorded on the school system. Steps are taken to follow up outcomes and to implement programs, plans and procedures to prevent further bullying behaviour.
- Parents or carers/staff are contacted about the incident and a discussion of a planned approach occurs.
- Assistance is given to the student or their family to contact social media platforms to have content removed if this has not already been done.
- The school responds to others involved in the bullying. Consideration is given to what actions and support needs to be provided to all parties involved in the bullying. Documentation of the chosen approach will be completed. Accurate records can assist in identifying patterns of behaviour and effective support strategies.
- Students/staff/community are encouraged to report any future incidents if they occur.
- Follow up meetings are scheduled with all students and staff over the following weeks and months.
- Prevention of further bullying can require a sustained effort, particularly if situations are long standing.

Incident notification and response

Particular incidents will require formal notification and response.

These can include:

- Child Wellbeing Unit
- Family and Community Services (All staff are mandatory reporters. They have a responsibility to train in child protection yearly and to follow departmental procedures in reporting any child wellbeing concerns.)

- Youth Liaison Officers
- School Liaison Police Officer
- Incident Report- Health and Safety Directorate. Reporting incidents involving assaults, threats, intimidation or harassment to the police.
 - police and emergency services
 - reporting injury and illness/reporting hazards and near miss incidents
 - e-safety

Responsive anti-bullying approaches

Planned interventions are decided upon in the response to bullying behaviour. There practices may differ depending upon case. Some examples of these include:

<u>Restorative practices</u>	<u>Mediation response</u>	<u>Support Groups</u>	<u>Direct sanctions</u>
Repairing harm done in relationships <ul style="list-style-type: none"> - Meetings with all students and stakeholders - Conversations between the bullied students and the student responsible for bullying - What should be done next?? 	Participation in a mediation session <ul style="list-style-type: none"> - Students tell their story while the other listens without interruption - Mediator repeats the story accurately to ensure each student is satisfied the story is understood - The students are asked to suggest ways in which the conflict could be resolved, proposal is agreed on from suggestions. 	When a number of students may be bullying one student. <ul style="list-style-type: none"> - Interview of the child being bullied. The student is offered support and is asked to describe what is happening and how they have been affected. The group bullying are then brought together with any supporters. The issue is shared and asks those present to indicate something they could do to improve the situation. 	Negative consequences for bullying <ul style="list-style-type: none"> - Verbal discussions - Meetings with parents - Temporary removal from the classroom/playground - Withdrawal of privileges - Re-think - Short suspension - Long suspension - Permanent expulsion

(Anti-bullying interventions in schools-what works-Centre for statistics and Evaluation Education NSW)

Helpful educational resources

- <https://antibullying.nsw.gov.au/educators/Preventing-and-responding-to-bullying/sample-menus/online-safety>
- <https://www.esafety.gov.au/education-resources/outreach/teacher-professional-learning-program>
- <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <http://friendlyschools.com.au/cyberstrong/6-developing-student-cyber-leaders-capacity>
- <https://bullyingnoway.gov.au/>
- <https://antibullying.nsw.gov.au/media/documents/Bias-based-bullying-for-educators.pdf>
- <http://www.familyschool.org.au/files/9413/7955/4757/framework.pdf>
- <https://antibullying.nsw.gov.au/educators/resources->
- <https://www.esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-primary-schools>
- <https://bullyingnoway.gov.au/NationalDay/ForSchools/LessonPlans/Pages/Stand-Together-2015.aspx>
- <https://education.nsw.gov.au/human-resources/media/documents/human-resources-strategies/charter.pdf>
- <https://education.nsw.gov.au/policy-library/associated-documents/anti-racism-education-advice-for-school.pdf>

Support Services:

Police Liaison Officer- Constable Lori Hanley- PH: 4232 5329
PH: 4232 5599
Senior Constable Scott Burgess, Youth Liaison Officer- PH: 4232 5599
Students-Kids Helpline 1800 55 1800
Staff- 1300 360 364
Kids helpline parent line: 1300 1300 52.

Supporting documents:

The Collaborative for Academic, Social and Emotional Learning (CASEL) has information and resources on social and emotional learning including professional development resources.

The NSW Department of Education's Personal Development Health and Physical Education (PDHPE) teaching strategies resource details six classroom strategies that involve active participation and interactive learning approaches.

Supporting websites:

DoE:
<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm>

Mindmatters: <http://www.mindmatters.edu.au/>

Kidsmatter: www.kidsmatter.edu.au/

Cybersmart: www.cybersmart.gov.au/

National Coalition Against Bullying: www.ncab.org.au/

Bullying. No Way!: www.bullyingnoway.gov.au

Principal's comment

School leaders work to establish approaches and procedures that promote a positive school climate in which bullying is less likely to occur.

The Melbourne Declaration on Educational Goals for Young Australians (2008) states, 'Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers.'

Wellbeing contributes significantly to the learning and life outcomes of children and young people. Wellbeing is associated with better student outcomes from academic achievement to better mental health, and making responsible life choices.

Effective leaders promote a positive school culture where bullying is less likely to occur through:

- creating clear expectations of desirable school relationships and appropriate behaviour
- using data to inform decision making
- having high expectations of students, both academically and socially
- collaborating with school community members to implement immediate and fair consequences for both appropriate and inappropriate behaviour
- providing support for students so they can develop positive relationships and manage conflict
- regular monitoring and review of anti-bullying approaches and strategies
- promptly following up when bullying behaviour does occur.

(https://antibullying.nsw.gov.au/media/documents/Anti-Bullying-in-Schools_What-Works.pdf)

Within this document we have utilised information, research, resources and descriptors from the Department of Education Anti-bullying website.

<https://antibullying.nsw.gov.au/>

Communication is the key.

Anti-bullying plan: updated July 2018. Compiled by the following committee. Plan to be reviewed by similar committee annually or as required.

Jodi Niedermayer- Principal

Tina Duffield- Deputy Principal Instructional Leader

P&C committee 2018

Annette Borilovic- Stage 3 executive and e-safety coordinator

Wendy Kelly- Assistant Principal

Tiffany Esterich- Teacher/ PBL coordinator

Teacher/Kindness on Purpose coordinator

School Psychologist

Charlene Gauci- Community Liaison Officer

2018 School Leaders

School contact information

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