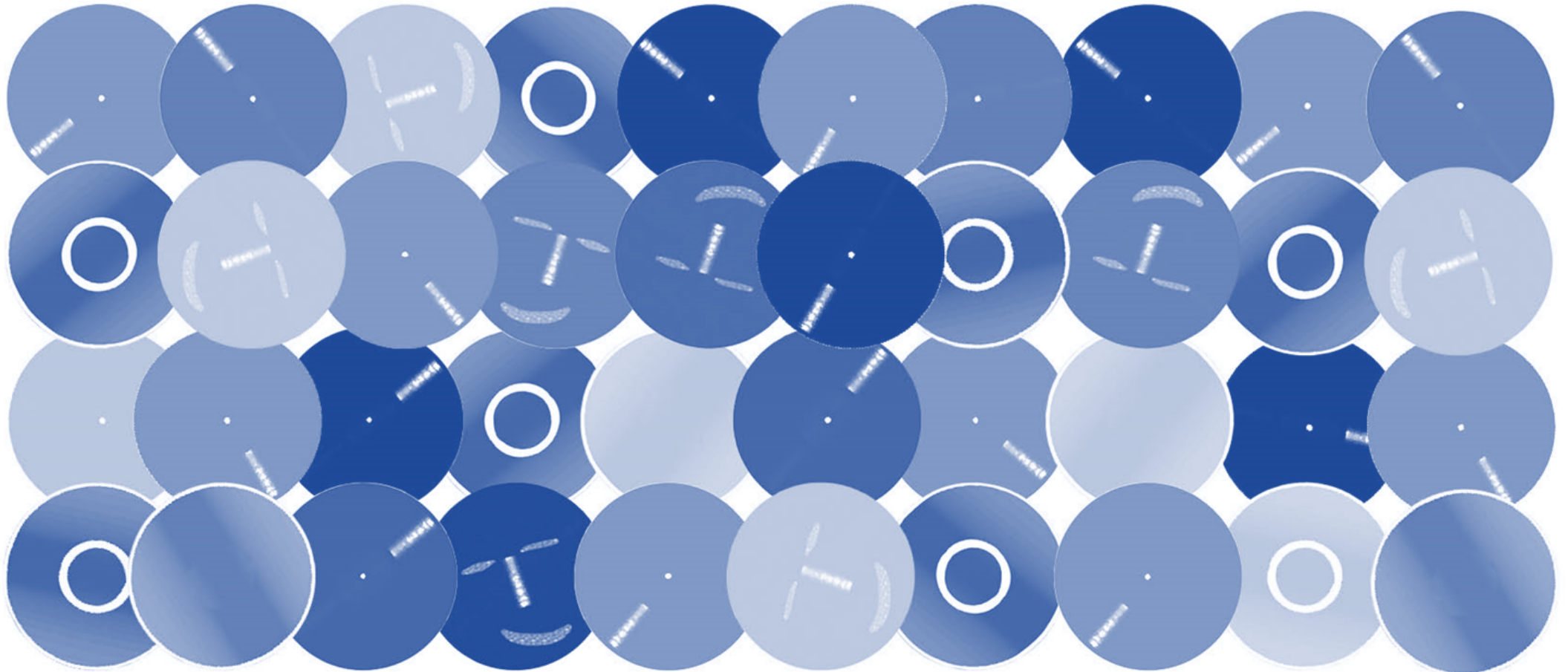




Education

# Anti-bullying Plan

## Belmont Public School





# Bullying:

## Preventing and Responding to Student Bullying in Schools Policy

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* (2011, 2017 review) of the New South Wales Department of Education.

This plan will be presented to staff and parents in an updated form so that all views can be considered before issuing a final plan. An ongoing process of evaluation will continue to involve all parties.

<p><u>REVISION</u></p>	<ul style="list-style-type: none"> <li>▪ Wellbeing team to review and update BPS 2015 Anti-bullying Plan.</li> <li>▪ Wellbeing team to review and update BPS PD/H/PE scope and sequence (based on DoE Anti-bullying guidelines), to include a more explicit focus on Anti-bullying and resilience.</li> <li>▪ P &amp; C to review updated plan.</li> <li>▪ Parents to be informed via the 'Newsletter' and invited to comment via the parent 'Tell Them From Me' (TTFM) survey.</li> <li>▪ Revised plan to be finalised by staff and P &amp; C.</li> </ul>
<p><u>IMPLEMENTATION</u></p>	<ul style="list-style-type: none"> <li>▪ Implementation will be a whole school responsibility.</li> <li>▪ Embedded in classroom teaching and learning programs.</li> <li>▪ Plan included in new student enrolment package.</li> <li>▪ Parents to be informed of the updated plan via the 'Newsletter' and directed to the school's website to access the plan.</li> <li>▪ PBL Integration</li> </ul>
<p><u>EVALUATION</u></p>	<ul style="list-style-type: none"> <li>▪ The BPS Anti-bullying Plan will be evaluated and reviewed annually to include DoE updates.</li> <li>▪ An annual TTFM survey, which encompasses a variety of aspects on bullying, will be distributed to staff, students and parents for completion.</li> <li>▪ The results of this survey will be used to determine school best practice for the coming year.</li> <li>▪ Results and strategies will be communicated to the P &amp; C, included in the 'Newsletter' and published in the Annual Report (AR) available to all parents via the school's website.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ongoing data evaluation each term to monitor effectiveness</li> </ul>
<p><u>REVIEW</u></p>	<ul style="list-style-type: none"> <li>▪ The Anti-bullying Plan will be formally reviewed as part of Strategic Direction 3: Effective Wellbeing evaluation process.</li> </ul>

## Statement of Purpose

Belmont Public School has an inclusive environment, where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet their needs in a secure, reverential and supportive school environment. The welfare of our students is at the core of our PBL initiative and is deeply embedded into school policies, programs and practices.

Unfortunately, schools exist in a society where intimidation and harassment occur. At Belmont Public School bullying is taken seriously and is not acceptable in any form. Our students have the right to expect that they will spend the school day in a safe, happy environment free from the fear of bullying, harassment and intimidation. As a school community we have a shared responsibility to uphold such an environment.

## Protection

Protection refers to those factors that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences. Strategies include:

- developing a shared understanding of bullying behaviour that captures all forms of bullying including online bullying;
- developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour; and
- maintaining a positive school culture of respectful relationships where bullying is less likely to occur.

Teachers, students, parents, caregivers and members of the wider Belmont school community have a responsibility to work together to address bullying.

## Definition of Bullying

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, homosexuality or transgender), humiliation, domination and intimidation of others.



### Bullying behaviour can be:

- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting;
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures; or
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious digital (SMS, email, images) or cyber taunts (posting on social media, sharing inappropriate material).

## Roles and Responsibilities

Students, teachers, parents, caregivers and members of the wider Belmont school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community;
- contribute to the development of the Anti-bullying Plan and support it through words and actions;
- actively work together to resolve incidents of bullying behaviour when they occur; and
- build resilience in students to deal with difficult or challenging situations.

### Students can expect to:

- know that their concerns will be responded to by school staff;
- be provided with appropriate support (for both the victims of and those responsible for the behaviour); and
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabus and the Program Achieve initiative.

### Students have a responsibility to:

- report a concern to school staff member (a familiar person of trust);
- behave appropriately, respecting individual differences and diversity;
- follow the school Anti-bullying Plan; and
- respond to incidents of bullying (bystander behaviour) according to the school's Anti-bullying Plan.

### Parents and caregivers have a responsibility to:

- understand what bullying behaviour is;
- support their children (and other community members) in all aspects of their social / emotional learning;
- be aware of the school Anti-bullying Plan; and
- respond appropriately to incidents of bullying (including cyberbullying) with effective and positive responses, and in accordance with the school's Anti-bullying Plan.

### Teachers have a responsibility to:

- respect and support students in all aspects of their social / emotional learning;
- model appropriate behaviour always;
- teach anti-bullying and bystander bullying lessons annually; and
- respond in an appropriate and timely manner to incidents of bullying according to the school's Anti-bullying Plan.

### The Principal and school executive team have a responsibility to:

- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan;
- lead the development, implementation and evaluation of the Anti-bullying Plan; and
- ensure the plan is readily accessible to all members of the school community.

## Four Point Plan

Belmont Public School has developed a four-point plan to combat bullying, which includes:

1. Prevention
2. Early Intervention
3. Intervention / Response
4. Post Intervention

## Prevention

At Belmont Public School, strategies are in place to effectively teach the skills and understandings that will lead to eliminating bullying behaviours.

These strategies are:

- reinforced consistently through school practices that promote respectful relationships.

- class expectations (linked to PBL) negotiated each year with teacher and students
- regular classroom discussion on bullying incidents (as pertinent to class or specific bullying incidents)
- anti-bullying lessons taught through the relationships theme of the Interpersonal Relationships strand in the Personal Development, Health and Physical Education Syllabus.
- PBL lessons develop understanding of what constitutes bullying and strategies to deal with bullying.

These strategies will:

- empower the whole school community to recognize and respond appropriately to bullying and harassment; and
- contribute to the general health and wellbeing of all students.

## Early Intervention

The school will implement strategies for students who are identified as being at risk of developing long term difficulties with social relationships and those students who identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviours.

### Such strategies include:

- parent disclosure at the time of enrolment. The Principal will enquire for information about the student's additional learning needs;
- the student's previous school will be contacted prior to enrolment and requested to identify any areas where the child may require support;
- the Learning Support Team will assist in the identification of students either at risk of being bullied or at risk engaging in bullying type behaviours;
- social skills groups and Learning and Support programs may be accessed;
- Kinder Orientation Programs will inform parents of school policy and procedures; and
- the School Counsellor and Educational Services may be accessed for advice by staff or by parent nomination.

Any student(s) of concern are discussed at Learning and Support Team meetings as well as Executive meetings. Staff may be made aware of situations (depending on procedures and/or confidentiality level) via email, at weekly whole staff communication meetings and/or recorded on the Sentral system. Subsequent plans to prevent and/or deal with

instances of bullying are identified and relevant personnel are included for required intervention and response.

### Intervention / Response

- Children involved speak with Assistant Principal/Principal about the incident.
- Victim(s), then bully(ies) interviewed informally.
- If clearly substantiated, bullies advised that if no further occurrence no further action will be taken. (Warning)
- Inform other staff of the incident.
- Monitor the behaviour of the children involved.
- If bullying behaviour continues, parents of all involved are notified and consequence as determined through behaviour flow chart.(Reflection Room)
- If bullying continues, parents are again notified, a suspension warning is issued and the situation continues to be monitored.
- If bullying continues parents of students are notified, bully(ies) are suspended by Principal(number of days determined by Departmental guidelines).
- If it is noted that a student is repeatedly perpetrating bullying behaviours, a behaviour management plan will be developed for him/her in consultation with his/her parents to hopefully modify behaviour and reduce risk to other students.
- In the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal-subsequent consequences for this behaviour determined in line with the school's discipline procedures.
- Both victims and bullies will be offered counselling if necessary.

## Reporting

### By students

Report acts of bullying (towards themselves or others) to class teacher, playground duty teacher, teacher's aide, executive member or Principal. All students must be assured that they are safe and that only by speaking up can the behaviours be stopped.

### By parents and caregivers

Notify a teacher, executive or Principal of acts of bullying that were reported or witnessed by themselves or their children. Any concerns should be raised directly with school personnel.

### By teachers

Notify the executive or Principal of acts of bullying that were reported or witnessed.

## Investigating

All reported incidents of bullying will be investigated.

Once bullying is identified the school will:

- 1. Interview all parties involved (the offender, the victim and any witnesses) and document details.**
- 2. Notify parents of the incident (depending on the outcome and severity). This may be in the form of a Planning Room Notification letter or direct phone call.**
- 3. Consideration as to why the bullying occurred (e.g. 'the bigger picture' or contributing factors).**
- 4. Both offender and victim to be offered assistance and support.**
- 5. The executive will follow the school's Student Welfare and Discipline Policy and DoE policy with regard to the consequences for bullying behaviours.**
- 6. If required, develop behaviour support programs, seeking the advice of the Learning and Support Team, School Counsellor or other Education Services.**
- 7. If the behaviour persists, a meeting of relevant persons will be convened. This meeting may involve some or all of the following: Principal, Deputy Principal,**

***Stage Supervisor, Classroom Teacher, Learning Support Team members, School Counsellor, Education Services, parents and students. All issues relevant to the behaviour of the student(s) will be considered.***

For serious bullying behaviours, the DoE School Safety and Security Directorate (1300 363 778) will be called and the local Director. Such instances are those in which physical injury necessitating medical treatment has been necessary or where student/staff safety may be compromised. The WHS Directorate should also be notified. In the most serious of cases, the school will call the police.

Where a student's wellbeing is a concern staff/parents/community member should raise their concerns with the Principal. The Principal will then apply the Mandatory Reporter Guide to the situation before calling the Child Wellbeing Unit (02 9269 9400), if required.

The school will contact the Director and DoE Media Unit for any instances in which media involvement may be likely to occur. A Serious Incident Notification will be communicated to the Director for serious instances of bullying.

## Post Intervention

If a situation remains unresolved there are avenues for feedback or complaint. Complaints, suggestions and other feedback help staff to meet expectations, remedy problems and improve situations. The concerns of the school are also important.

Procedures to enable concerns to be dealt with quickly and fairly are part of sound management practice. They help to improve communication, trust, motivation and productivity.

Belmont Public School endeavours to promote behaviours and understandings that lead to a climate where students feel safe from the threat of bullying. To identify patterns of behaviour that may be of concern and need to be addressed, the school uses documentation recorded on Sentral. This documentation is analysed by the executive team and where necessary, system changes are made or small groups are targeted for support.

## A strategy to be used by students who are being bullied

The student should be encouraged to:

# Take a STAND

**Stay calm**

**Try to ignore**

**Ask them to stop**

**Never fight**

**Detail to a teacher**

## Advice to be given to students who know someone else is being bullied (bystander)

Students are made aware that witnesses to bullying have a very powerful role to play. Early intervention can defuse conflict situations before bullying sets in or becomes out of hand.

### The bystander student should be encouraged to be an up-stander:

- if possible intervene as the bullying occurs by telling the offender to stop;
- refuse to join in with the bullying;
- support the student who is being bullied; and
- tell an adult if you are concerned about the bullying – it is your right and responsibility to report.

## Professional Learning

For teachers and other school staff:

Anti-bullying Plan – NSW Department of Education – Belmont Public School 2018

- Staff will be made aware of current policies and procedures relating to bullying. All staff will receive an annual update on DoE Anti-bullying policies and procedures.
- Staff meetings, communication meetings and Learning Support Team meetings will be used for this purpose on a needs basis. New staff will be provided with access to school policies.
- New resources from DoE will be made available to staff.
- Online DoE resources will be accessed and linked to the school website.
- All staff will have the opportunity to participate in professional learning updates when necessary.
- Each year staff will review annual TTFM survey data around bullying and determine appropriate strategies.
- Explicit PBL lessons taught
- PBL Essential Features taught at TPL weekly meetings

## Additional Information

### Useful telephone contacts:

Department of Education – 49 043900

School Safety and Security Directorate - 1300 363 778

Child Wellbeing Unit - 02 9269 9400

Belmont Police Station - 4922 8899

Police Youth Liaison Officer – 4922 8834

Kids Helpline – 1800 551 800

### Useful websites:

**DoE:**

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

**Kidsmatter:** [www.kidsmatter.edu.au/](http://www.kidsmatter.edu.au/)

**Cybersmart:** [www.cybersmart.gov.au/](http://www.cybersmart.gov.au/)

**National Coalition Against Bullying:** [www.ncab.org.au/](http://www.ncab.org.au/)

**Bullying. No Way!:** [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

## Principal's Comment

I hereby certify that this document has been developed in consultation with the staff and was presented to the P&C of Belmont Public School. The success of Anti-bullying strategies will be gauged through annual TTFM surveys of staff, parents and students. The content will be reviewed every school plan cycle as part of the school's strategic planning. The Belmont Public School community operates under a 'zero tolerance' for bullying.

Kate Foley  
Principal

## Wellbeing Team

Kate Foley – Principal

Erin Blishen – Assistant Principal

Brett Humphreys – PBL AP

Peter Swain – School Counsellor

Jacinda Edwards – LaST

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