



Education &
Communities

Anti-bullying Plan

The Channon Public School





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.

In 2013, staff, students and the community were engaged in establishing core values to support the positive behaviours of all students in our quality learning environment.

The Channon Public School will collaborate with the school community annually in developing, implementing, evaluating and reviewing this plan through P&C meetings, formal and informal discussions and other school based meetings.

Statement of purpose

The Channon Public School is an inclusive environment, where diversity is affirmed and individual differences are respected.

Quality education is provided for students to meet their learning needs in a secure, ordered and supportive school environment.

The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.

The wellbeing, safety and health of students are the cornerstone of all school policies, programs and practices.

Partnership with parents and the wider community is considered central to the success of addressing bullying when it occurs in our community.

Protection

Bullying must be taken seriously and is not acceptable in any form.

Students and teachers have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider school community have a responsibility to work together to address bullying. Teachers, parents and other adult members of our school community have a responsibility to model positive behaviour for their children and other students in our school community. Such modeling involves positive interaction on a daily basis but also appropriate reactions when bullying occurs.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Identifying 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, physical, social or psychological. Cyber-bullying involves the use of technology, including internet, computers or phones, or through social media sites, like Facebook. This is unacceptable and is against the law.

Prevention

Students, teachers, parents and the community will be aware of the school's position on bullying which is zero tolerance.

The school will adopt a four-point plan to anti-bullying, which includes:

- Primary Prevention
- Early Intervention
- Intervention
- Post Intervention

Primary Prevention

- Maintenance of a positive school climate that acknowledges that bullying does occasionally happen, however will not be tolerated within the school community. A focus will be maintained with:
 - classroom posters that identify what bullying is, the different types of bullying and strategies for dealing with bullying when it occurs.
 - Social skills lessons and posters to be displayed in classrooms
 - Lessons that focus on bullying conducted at the beginning of each term to reinforce forms of bullying and how to deal with issues that arise.
- Professional development for staff related to bullying and the strategies to counteract it.
- Community awareness and input relating to anti-bullying, its characteristics and the schools' programs and response. (e.g. weekly newsletter, parent forums, learning community program)
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills, e.g. School Social Skills Program/Values Education Program (Term 1), Peer Support (Term 2), Child Protection (Term 3) and Drug Education (Term 4) and The Channon Public School Parliament all year (Years 3-6).
- Staff supervision of set area in playground.
- Ensure students know and understand what behaviour is acceptable in the school. (i.e. consistent classroom/school rules displayed in the school)
- Bullying Surveys conducted on a class basis in Years 2 – 6 – Terms 1 and 3 in Week 9. This survey identifies bullies and the types of behaviour being experienced.
- Maintain of staff commitment to acknowledge victims of bullying and deal with bullying incidents.

Early Intervention

- Students are to be encouraged to report bullying incidents involving themselves or others.
- Teachers to regularly remind students to report incidents. Reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.
- Students are recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs.
- Executive are alerted to incidents of bullying.
- Bullying Surveys conducted on a class or stage basis as the need arises.

Intervention

- Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying will be fully investigated.
- Consideration as to why the bullying occurred will be investigated. (e.g. The bigger picture or contributing factors)
- Both bully and victim are to be offered basic assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary)
- A meeting of relevant persons are to be convened following identification of on-going bullying behaviour (Principal, class teacher, parents, students, Learning Support Team, School Counsellor). All issues relevant to the behaviour of the student are considered.

Post Intervention

Incidents of bullying will be noted in teacher's journals. When an incident involves bullying the word 'bullying' should be used. Details of bullying incidents will be communicated to parents when behaviour letters are sent home.

- Possible consequences may involve:
 - Warning
 - Removal to the class supervisor or principal
 - Parental contact
 - Negotiated contract
 - On-going monitoring
 - Timeout from the class/ playground
 - Community service
 - Mediation sessions with the victim to reconcile differences
 - Development of an Individual Behaviour Program
 - Referral to external agencies
 - Class/group changes
 - Behaviour guidance programs (e.g. anger management, social skills)
 - Detention
 - Suspension

Advice...

...to be given to students who are being bullied

The student should be encouraged to –

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive
- Seek help. Talk about the experience to someone who is trustworthy (student counsellor, class teacher, Principal, parent, peer).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.

Other 'self protective' strategies that might be suggested include:

- Staying away from the bully, or places where bullying occurs.
- Be with friendly, supportive friends.

...to be given to students who know someone else is being bullied

Students should be made aware that witnesses to bullying have a very powerful role to play.

Early intervention can defuse conflict situations before bullying sets in or gets out of hand.

Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult about the bullying.
- It is every student's right and responsibility to report bullying whether it happens to oneself or to someone else.

The role of parents

The following suggestions are made to parents through print materials and at Parent Information meetings.

Take an active interest

- in your child's social life
- in what is happening at school

Encourage your child

- to bring friends home
- to accept and tolerate differences in others

Build your child's self-confidence

- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

Discuss with your child

- the school's expectations about behaviour
- ways to respond if their rights are infringed

Encourage constructive responses

- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name-calling won't solve the problem

Set an example

- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do
- be positive in responding to bullying – don't overreact

Be alert for signs of distress

- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

Act

- If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.

Response

Students, friends, parents or other community members are encouraged to report any bullying behaviour to a teacher or the Principal as soon as possible. This will ensure that the matter is dealt with promptly and supports the person who is being bullied.

When a bullying incident is reported to the school, the Principal will follow up on the incident by interviewing the students involved and any bystanders. Following this a decision will be made regarding consequences for the bullying behaviours and parents or caregivers will be notified accordingly. This will take place within 48 hours of the incident being reported to the school.

Information will be provided to the P&C regarding bullying incidents at the school.

When a bullying incident has involved assault, threats, intimidation or harassment the Principal will contact the police.

In the event of an incident where a child suffers a physical or psychological injury and is deemed by the principal to be at risk of significant harm, the Child Wellbeing Unit and or Community Services will be contacted, as necessary.

The Channon Public School staff and the Department of Education and Communities seeks to resolve difficulties, grievances and complaints in a prompt, impartial and just manner. While most complaints should be resolved informally with the relevant employee, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint. In each instance, the Complaints Handling Policy and guidelines will be followed.

This Anti-bullying Plan will be made available to all families of our school in Term 2, 2013 and provided to new and Kindergarten students on a needs basis. This plan will also be posted on our school website.

The Channon Public School will use surveys, formal and informal discussions and targeted action meetings, involving students, staff, P&C and wider school community to review this plan every 3 years or when required to suit the needs of all students. This plan will be due for review in September 2015 or prior to this time, if required. The Principal will annually report on the progress of this plan through the Annual School Report and to parents through P&C meetings and Parent-Teacher events.

Additional Information

Kids Helpline

1800 551 800

Parent Line NSW

1300 130 052

www.Parentline.org.au

Family Referral Service

1300 338 774

5 Market St, Lismore, NSW, 2480

E: support@familiesnorth.org.au

Police Youth Liaison Officer – Lismore

Contact Lismore Police

5 Zadoc St, Lismore, NSW, 2480

(02) 6626 0599

Mental Health Access Line

1800 011 511

Principal's comment

The Channon Public School staff, P&C and students work productively and collaboratively to ensure that our school is a supportive, diverse and engaging learning environment where students feel confident to take positive risks.

Trisha Harvey, Principal

Diana Cantrell, Classroom Teacher

Carol Shipard, Classroom Teacher

Kate Lord, Classroom Teacher (temporary)

Rena Woolbank, Classroom Teacher (temporary)

Pauline Luce, School Administrative Manager

Brian Taylor, P&C President

School contact information

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