

Anti-bullying Plan

Jindera 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.

Jindera Public 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.

Schools exist in a society where incidents of bullying behavior may occur. Preventing and responding to bullying behavior in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers and members of the wider community.

Jindera Public School's Anti-Bullying Plan has been worked on collaboratively with school executive and staff, students and parents. Our school's plan will be presented at staff meetings, parent meetings and P&C meetings.

Our school's Anti-Bullying Plan is promoted through the newsletter and our school website.

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1.Statement of purpose

Jindera Public School accepts that students have a right to learn in a safe and happy environment. Bullying, should it occur, needs to be dealt with swiftly and with due thought to procedural fairness.

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

- Promote positive relationships that respect, protect and accept individual differences and diversity within the whole school community
- Prevent bullying through education to embed anti-bullying messages
- Provide early intervention through monitoring of incidents, identifying students at risk, and
- Actively work together to resolve and respond to incidents of bullying behaviours when they occur.

Jindera Public School will provide a positive culture where bullying is not accepted. In alignment with our Positive Behaviours for Learning framework, all members of the school community will have the right to respect from others, the right to learn or teach, and the right to feel safe and secure in the school environment.

At JPS we take a whole-school approach to anti-bullying, and are focused on developing a supportive school culture that includes effective behaviour management plans and programs, and a positive learning environment that encourages diversity and empowers students to be active in their pursuit of justice for themselves and others.

Aims of the JPS Anti-Bullying Plan:

- To reduce incidents of bullying at JPS by promoting positive relationships and anti-bullying strategies
- To identify bullying when it occurs, and respond to it effectively
- To ensure that all members of the school community are aware that bullying is unacceptable and to seek support and cooperation from all school community members to ensure that the Anti-Bullying Plan is implemented effectively
- To ensure that the school community is aware of what constitutes bullying behaviour, and the signs and evidence of bullying
- To ensure that the school community is aware of their responsibility to report bullying: by students, parents and staff
- To empower victims and bystanders to speak up and report bullying behaviour
- To outline the positive protections provided by the school to create a safe, respectful learning environment, and develop resilience in students
- To outline the educational and welfare programs that are in place to prevent bullying
- To outline the early intervention prevention programs to support students at risk of involvement in bullying incidents
- To outline the clear processes that are in place for responding to incidents of bullying – student welfare and discipline response
- To outline the behaviour and support programs provided for students who have been involved in bullying incidents

2. Protection

Bullying Behaviour

Bullying is repeated verbal, physical, social or psychological behavior 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 the 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.

Bullying behavior can be:

- **verbal:** name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **physical:** hitting, punching, kicking, scratching, tripping, spitting;
- **social:** ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- **psychological:** spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of phones;
- **Cyber bullying:** is an intentional, repeated behavior by an individual or group to cause distress or undue pressure to others using technology: email, chat room, SMS/texting, social networks, video clips, phone calls.

Conflict or fights between equals or single incidents are not defined as bullying. These incidents will be dealt with according to the JPS Welfare and Discipline Procedures.

Approach to bullying at JPS

1. Protection:

JPS has a clear Anti-Bullying Plan, developed in consultation with staff, students, and parents. All stakeholders have a shared responsibility in protecting students from bullying. JPS has a whole-school emphasis on developing a positive learning environment, characterised by respect, responsibility, relationships and resilience through the Positive Behaviours for Learning framework. Students are further supported, through programs, to develop resilience and positive mental health and wellbeing.

2. Prevention:

JPS provides programs to recognise the value of diversity, the importance of positive and respectful relationships, the negative impacts of violence and aggression, and the harmful impacts of bullying behaviour. Prevention programs are delivered as part of the curriculum across KLAs.

3. Early intervention:

JPS implements strategies and programs for students who are identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying, or engaged in bullying behaviour.

4. Response

JPS has a clear plan to respond to incidents of bullying. The Anti-Bullying Plan empowers the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Welfare and discipline strategies will be implemented as part of this plan.

A shared approach to dealing with bullying

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.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Staff responsibilities:

- respect and support students
- model and promote appropriate behaviour
- support students to become resilient
- have knowledge of school and departmental policies relating to bullying behaviour
- communicate the school policy and Anti-Bullying Plan to students, including definitions and repercussions of bullying
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan
- ensure open lines of communication between home and school to respond to bullying situations if they arise.

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, including digital safety.
- be aware of where anti-bullying messages are taught in the curriculum
- identify signs of bullying in all school environments

Student responsibilities:

- behave appropriately, respecting individual differences and diversity

- behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- have a clear understanding of the different forms of bullying. i.e. psychological, cyber and physical
- follow the school Anti-Bullying Plan. This includes being aware of the consequences associated with bullying
- behave as responsible bystanders – bystanders are the most powerful participants in bullying incidents. It is imperative that bystanders make it clear to the bully that his/her behaviour is unacceptable, support the target of bullying, and report the bullying incident to the school
- report incidents of bullying according to the school Anti-Bullying Plan.

Parent and caregiver responsibilities:

- support their children to become responsible citizens and to develop responsible on-line 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
- support their children to become resilient – confident to report bullying and overcome challenges they face
- report incidents of school-related bullying behaviour to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.
- support the school's Anti-Bullying Plan through words and actions

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

3.Prevention

Prevention of bullying through a positive climate and respectful relationships

Positive Behaviours for Learning

Jindera Public School utilises a school-wide behavioural framework – Positive Behaviours for Learning (PBL) - to enhance the school welfare and discipline system. PBL reduces behavioural problems by explicitly teaching expectations and appropriate behaviours, and redirecting the focus to promote positive behaviour, and thus create and maintain a safe and harmonious, quality teaching and learning environment. The four core school rules based on Positive Behaviours for Learning are:

- Respect
- Resilience
- Relationships
- Responsibility

Students are expected to display positive relationship skills, social responsibility, problem solving and dispute resolution skills in their relationships with others.

All staff have the responsibility to role-model positive relationships with students and other staff through their normal routines. Staff are also responsible for teaching, encouraging and supporting students in developing positive relationship skills.

At Jindera Public School, we develop a safe and respectful learning environment by:

- building a positive school climate that fosters a sense of achievement and belonging for all students
- quality teaching, learning, and curriculum
- the use of effective and engaging pedagogy
- staff modelling of a consistent, caring and inclusive attitude towards students and other staff at all times
- communication of clear rules and procedures about behaviour guidelines, bullying, and harassment to staff, students and parents/caregivers
- ensuring that relevant school support services and personnel are available to students, including the Executive and School Counsellors.
- referral of bullying incidents, and prompt and effective response to incidents
- professional development for teachers, particularly teachers new to the school, in the Anti-Bullying Plan and processes
- developing positive and productive staff-student relationships
- rewarding positive student behaviour through PBL and our positive levels system
- promoting PBL in the classroom, playground, assemblies, newsletters, the school website, and on social media

4.Early Intervention

Early intervention is critical to responding effectively to bullying. At JPS we will regularly communicate to staff, students and parents/caregivers the importance of reporting bullying incidents involving themselves and/or others.

For students identified as being at risk of developing long term difficulties with social relationships and / or history of being bullied or engaging in bullying behaviour, the school implements a range of programs. These include:

- Behaviour support for students identified by their classroom teacher.
- Access to and counselling by the Assistant Principals, Principal, School Counsellor.
- Individual conferences with victims and bullies and families if necessary.
- Classroom management and positive reinforcement programs.
- Risk assessments.
- Health care plans.

All adults, including teachers, school staff and parents, should model positive bystander behaviour and intervene if they observe bullying behavior occurring between students. Standing by and doing nothing, or leaving students to 'sort it out' themselves, sends the message to the whole school community that bullying behavior is condoned. Class meetings, role plays and our responses to incidents will develop these understandings.

5.Response

Teacher response

All staff must be committed to a common response to bullying when it does happen.

- Immediate intervention is crucial

- Clear procedures will be followed when a case of bullying is discovered

The school will provide support for the individual teacher so that they are able to maintain a safe classroom environment. The discipline policy and structures are mechanisms to support and maintain safe supportive classrooms.

Teaching staff have a responsibility to address incidents of bullying. Classrooms must be safe, supportive environments where negative behaviour is recognised and dealt with.

At JPS, teachers will:

- Watch for signs of distress, isolation and suspected incidents of bullying
- Look for reasons for this
- Not see bullying as “just” play-fighting, name-calling, a bit of fun, or just part of growing up
- Point out bullying behaviours
- Complete a notification on EBS ontrack of bullying incidents

Student response

Anti-bullying prevention education for all students, and regular communication of our Anti-Bullying Plan, teaches students to identify bullying, harassment, and victimisation behaviours, and report these incidents – both students who have been bullied and students who witness bullying.

Additionally, students, through learning activities understand the importance of speaking up in support of students who they witness being bullied.

Resources and programs JPS will use to educate staff and students are:

- Anti-Bullying.nsw.gov.au
- Bullying-No Way.
- Kids Help line
- Mindmatters.edu.au
- Kidsmatter-Bully Busters
- Friendly Schools
- NO, GO, TELL strategy
- Got It program
- Friends for Life program
- Student wellbeing and support Programs

Parent/Caregiver response

Ongoing consultation with the community regarding our response to bullying, harassment and victimisation, and the communication of our Anti-Bullying Plan, means that parents and caregivers are aware of what bullying is, and report it when it occurs.

Reporting bullying

Bullying may be reported:

- In person by a student to a teacher
- By a parent via phone, email, or interview

All incidents of bullying that have been reported will be recorded on EBS on track and Principal and Executive will be notified. The report will include the type of bullying, number of incidents and the action taken by the appropriate staff. This information will form the basis of data collection for the review of bullying in the school by the Anti-Bullying Committee.

Responding to Reported Incidence of Bullying

- Children involved speak with, Teacher, Assistant Principal or Principal about the incident.
 - If clearly substantiated, the students' parents will be contacted and informed of the consequences for further incidences.
 - 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 policy.
 - Inform other staff of the incident.
- Of Education.

Reporting to the Child Wellbeing Unit or Community Services

Staff are to report concerns of child wellbeing to the Principal, executive responsible for the stage group, and/or counsellor. The Principal in consultation with the executive and/or Counsellor will assess the situation and a decision will be made on the appropriate action to be taken.

Complaints handling policy

Jindera Public School School implements the Department of Education Complaints Handling Procedures. The Principal deals with formal complaints by following the procedures outlined in the policy at

www.dec.nsw.gov.au/about-us/how-we-operate/how-we-handle-complaints.

- Monitor the behaviour of the children involved.
- If the child continues to bully, make an appointment to speak to the parent/carer. Remind them of the policy and ask for their cooperation in stopping the child from bullying other students. Develop an intensive behaviour management plan if necessary.
- If bullying behaviour does not stop, student may be suspended as per the school's behaviour code and DoE policy documents.
- Victims of bullying will have access to School Counsellor for support if the need exists.

Communication with parents and carers

The Principal, Executive, and class teacher will make contact with parents where necessary.

Incidents involving assault, threats, intimidation, or harassment

Staff are to report these types of incidents to the Principal/Executive. The Principal/Executive will assess the situation and a decision will be made and the appropriate action to be taken. In incidents involving assaults, threats, intimidation or harassment, the school follows the guidelines as per the Student and Suspension and Expulsion policy of the Department

Identifying patterns of bullying

The review of welfare data and reports will identify the incidents of bullying and the year groups that they are taking place in.

The teacher response section of this document outlines how these will be dealt with along with the annual review and future recommendations made by the Anti-Bullying Committee.

Communicating the Anti-Bullying Plan

The Anti-Bullying Plan will be distributed to all staff members and the P&C (Parents and Citizens). The plan will be placed on the school website and

parents will be informed of its location by the Principal's report in the school newsletter. Students will be informed of the plan by the executive .

Kids Helpline: 1800 55 1800

Headspace: 8785 3200

Monitoring and evaluating the Anti-Bullying Plan

This plan will be presented to the school community for consultation and review on an annual basis. Each year the data on bullying will be collected and will make recommendations to the Anti-Bullying Committee on future improvements. By reviewing the types and number of incidents of bullying in a calendar year for each school year group an analysis and conclusion will be made. If there has been a decrease in bullying the programs and practices that led to the decrease will be identifiable and provide valuable feedback for future practices.

Annual reporting on the Anti-Bullying Plan

Each year, data will be collected on bullying and will be used to make recommendations to future improvements. This will form part of the school evaluation process and will be communicated to the school community through the Annual School Report, as well as being integrated into the School Plan.

Review of the Anti-Bullying Plan

The Anti-Bullying data will be reviewed annually by Anti-Bullying Committee and their recommendations will be provided to the executive for inclusion in the school evaluation of the School Plan. The Anti-Bullying Plan is evaluated every three years. This process involves members from the school community inclusive of staff, parents and students.

Additional Information

School Liaison Police Officer: Amy Epstein (02) 60239299

Police Youth Liaison Officer: Tanya Thompson (02) 60239299

Beyond Blue: 1300 22 46 36

The Anti-Bullying Plan – NSW Department of Education and Communities

Principal's comment

The care, safety and welfare of each student is our utmost priority at Jindera Public School. As a school community, we try to support all students to develop resilience and give them strategies to deal with bullying in all its forms. All Jindera Public School, students have the right to learn and play in a safe, harmonious environment. Respect for others is expected.

Mrs Emma Andrews-Principal

Ms Michelle Parker- Assistant Principal

Des Knight- Assistant Principal

Ms Helen Berndt- LaST

P&C representative- Marita Christensen (President)

Student Representative Council

School contact information

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DEC Policies used to develop this plan.

Student Welfare Policy

Suspension and Expulsion of School Students Procedures

Bullying preventing and responding to student bullying in schools