

# HOMEBUSH PUBLIC SCHOOL

## Anti-Bullying Plan

### **Our School Context**

Homebush Public School is an inclusive environment, where diversity and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure and supportive school environment.

All Student Welfare policies, plans and programs aim to empower students by giving them an onus of responsibility in all social forums and by assisting them to develop skills they will carry their whole life.

The implementation of these positive programs and policies create positive learners and thinkers. These effective initiatives build environments where students approach learning with confidence, develop self-reliance and resilience, and they are encouraged to contribute to school decisions and have a positive view of themselves as valued school members.

### **Our values and expectations**

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 modelling 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**

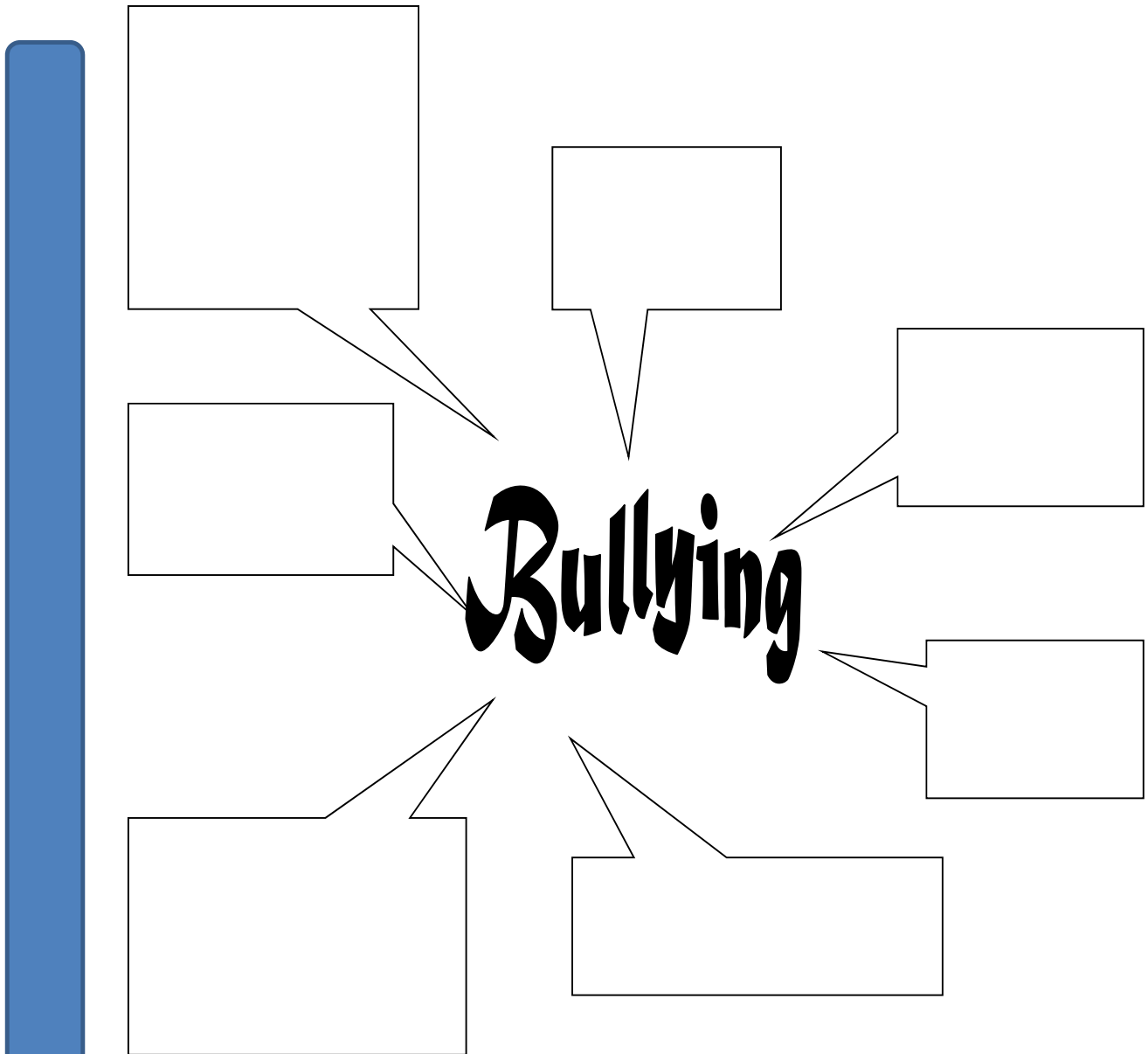
Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. It 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.

**Types of Bullying:**

There are many forms of bullying but those listed below are identified as the most common.



## ANTI-BULLYING - SCHOOL PROGRAMS AND PROCEDURES

### Our School Position

**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**

The promotion of positive student behaviour is the responsibility of the whole school community through modelling and maintaining high expectations.

The systematic promotion of positive student behaviour will take place through two main strategies.

- Explicit teaching of expected behaviour by all classroom teachers at the beginning of each year and at other times when necessary.  
**\*See *Student Welfare & Discipline Policy for School Rules***
- The recognition of student behaviour through positive reinforcement.
- The allocation of merit awards during weekly assemblies.
- Assistant Principal awards for citizenship.

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, P & C, School Council, parent forums)

Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills, safe use of the Internet e.g., Child Protection and Drug Education, Peer Support, Cybersmart

Student Welfare issues are to be discussed during weekly Staff Admin meeting's to inform staff of potential issues with particular students. Staff increase supervision of potential hot spot areas in playground.

Maintenance 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.
- Parents are encouraged to contact the school if they become aware of a problem.

- Students are recognised for positive behaviours
- Teachers use school discipline system if an incident of bullying occurs. Students may be clip-boarded and entered into data base for tracking
- Executive are alerted to serious or ongoing incidents of bullying.

### **Intervention**

- Once identified, the bully, victim and witnesses are spoken to, 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 school based assistance and support (i.e. outside school resources through counselling may be utilised if deemed necessary)
- A meeting of relevant persons is 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**

- Homebush Public School's Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.
- Incidents of bullying will be entered into Sentral -Welfare data base system for tracking. When an incident involves bullying the word 'bullying' should be used. Details of bullying incidents will be communicated to parents when inappropriate behaviour letters are sent home.
- Possible consequences are outlined in discipline system, (ie detention, parent meetings, suspension, etc).

### **Cyber Bullying**

- Students to be taught about cyber-bullying including its different manifestations and possible effects.
- Students encouraged to report any incidents immediately to the teacher. If students feel they can't report to a teacher then they must report to a trusted adult.
- Students to be taught to save any form of cyber-bullying as evidence and again to be reported to teacher.
- Parents and carers encouraged to report any form of cyber-bullying (and bullying) to the school.
- DEC's and school's policy regarding the inappropriate use of ICT equipment to be taught annually to all students. Consequences described within will be carried out.

### **RESPONSE TO AND ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED**

***The initial response of a teacher when a child reports that they are being bullied is to acknowledge how the student is feeling and to assure the student that it is not their fault.***

The student should be encouraged to –

- Tell the bully to stop. State quite clearly that the behaviour is not wanted, unwelcome, unacceptable and/or offensive – NO, GO, TELL strategy.
- Seek help. Talk about the experience to someone who is trustworthy (Student Counsellor, class teacher, Assistant Principal, 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.

### **ADVICE 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 on-looker 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 if you are concerned 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
- keep access to technology in a public part of the house so content and use can be monitored

**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.

Revised: November 2011.