



ANTI-BULLYING PLAN

Rozelle 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.

This plan has been prepared in consultation with students, staff and the school community. Members of the community will be provided with the opportunity to collaboratively develop, implement and review the plan to ensure that Rozelle Public School continues to be a safe school in which all members of the community feel safe and respected at all times.

Statement of Purpose

At Rozelle Public School every person has the right to feel safe and respected. The purpose of this policy is to outline the key principles about bullying behaviour and shape a school culture that provides a caring and inclusive environment free from all types of bullying.

Protection

Bullying can be defined as intentional, repeated behaviour by an individual or a group of individuals that causes distress, hurt or places undue pressure on another individual. Bullying involves the abuse of power in relationships and can comprise one or more of the following forms of behaviour:

- Harassment
- Humiliation
- Domination and,
- Intimidation.

Responsibilities

The following behaviours will be construed to be bullying if they are ongoing:

Physical

- Hitting, kicking, punching
- Pushing, shoving, spitting
- Making rude gestures
- Taking or damaging something that belongs to someone else
- Forcing others to hand over food, money or something that belongs to them
- Forcibly making someone do something they do not want to do

Verbal

- Name calling
- Teasing
- Threatening
- Making fun of someone because of their appearance, physical characteristics, disability or cultural background
- Making fun of someone's actions

Social Psychological

- Excluding others from activities, games and groups
- Spreading malicious information about another individual

Cyber Bullying

- Harassing and threatening messages
- Denigration- sending nasty SMS, pictures or prank phone calls
- Impersonation- using a person's screen name or password
- Outing or trickery- sharing private personal information, messages, pictures with others. Posting 'setup'
- Ostracism – intentionally excluding others from an online group
- Sexting- sharing explicit material via mobile phone

An argument, disagreement or fight between two people does not necessarily constitute bullying. Disagreements, arguments or fights between students are unpleasant but are often not bullying and as such will usually be dealt with using the school's restorative practice framework and behaviour management guidelines.

Every member of the Rozelle Public School community has an individual and shared responsibility in preventing and responding to bullying behaviour.

Students

Students who feel they are being bullied or those who have witnessed bullying should:

- Feel empowered to recognise bullying and feel safe to report bullying behaviour
- Support the person who they believe is being bullied and request help from an adult
- Be encouraged to deal with the situation in a supported way
- Choose a buddy or support person to help them to report any allegations of bullying

Teachers

If a student reports bullying or a teacher witnesses incidents of bullying they should:

- Listen to and support the person making the report acknowledging the nature and seriousness of bullying behaviour
- Find out the background and attempt to resolve the incident using the Student Wellbeing and behaviour management framework
- Record the incident in the tracking spread sheet and communicate the incident to the classroom teacher, Assistant Principal, DP or Principal as relevant.

Executive

If a student or teacher reports bullying to an Assistant Principal, DP or Principal they should:

- Provide support to the target of the bullying behaviour
- Record and monitor incidents of bullying behaviour
- Implement anti-bullying procedures as per this policy using the school classroom / playground behaviour guidelines
- Inform the student, parents and classroom teachers of any outcomes

Parents and Caregivers

Parents and caregivers in playing a proactive role to prevent bullying or those who become aware of bullying behaviour should:

- Discuss anti-bullying strategies with their children
- Discuss the effects and consequences of bullying with their children
- Encourage their children to report any incidents of bullying
- Contact the school if they become aware of bullying
- Work with the school to implement this policy.

Prevention

Proactive prevention strategies are fundamental in minimising bullying behaviour. The following proactive prevention strategies support an anti-bullying culture at Rozelle Public school:

- The embedding of both Child Protection, social skills and Bounce Back programs as part of the PDHPE curriculum delivered to students
- Encourage open talk about bullying at all levels of the school – What is it? How does it affect us? What can be done to make things right?

Early Intervention

Rozelle Public School implements a buddy program that is focused on developing and sustaining a support network with older children.

Children who are identified as being at risk of not developing long-term friendships are referred to the learning support team. Children who have experienced bullying in the past are supported at all levels of the school to form positive relationships with other students to foster a sense of belonging and connection.

Response

Instances of bullying can be reported to any teacher or member of staff by any member of the school community. All reports of bullying will be taken seriously and will be recorded, monitored and the following procedures implemented:

- As soon as practical, talk with the children involved about the incidents reported and remind them that such behaviour is not acceptable. Comfort the target of the behaviour and discuss with the perpetrator the consequences of repeated incidences of bullying behaviour.
- Record the incident in the behaviour management register and check if there are any other reported incidents involving either the target or the perpetrator. If so report to both the Assistant Principal and either the DP or the Principal. Children who are having difficulties interacting socially are referred to the Learning Support Team.
- Closely monitor the behaviour of students involved and report any incidences of continued negative behaviour to Assistant Principal and either DP or the Principal. If identified as bullying (ongoing behaviours) parents are contacted of both the victim and the perpetrator to plan appropriate further support or consequences. (note: extreme first cases may warrant stronger intervention as per the school behaviour management procedures)
- If behaviour continues a team meeting is organised to discuss more specific measures and actions.
- A joint home/school approach to eliminating bullying type behaviours based on this policy is worked towards with the parents of the perpetrator.

Continued bullying behaviour by the perpetrator will result in a short suspension as per the Rozelle Public School behaviour management procedures and the Department of Education Suspension and Expulsion of Students- Procedures.

Rozelle Public School social skills and Student Wellbeing Framework supports all students to become empowered to report instances of bullying.

Consequences

Students are aware that if they bully someone, one or more of the following will occur:

- They may be removed from the classroom/playground
- They may lose privileges, such as participating in special activities, representing the school, leadership positions etc.
- They will need to offer apologies
- They may be suspended
- They will need to repair the relationships with others before their privileges are restored.
- Bullies and victims will be offered support and counselling.

Complaints and Appeals

Complaints or appeals regarding the handling of allegations of bullying will be dealt with in accordance with the DoE Complaints Handling Policy. In managing a complaint the appropriate steps will be followed by the Principal.

Monitoring and Evaluation

This policy will be monitored, evaluated and updated and any changes designed to improve the effectiveness of the policy in supporting an anti-bullying school will be communicated to the community.

Additional Information

Rozelle Public School also has an anti-racism contact officer (ARCO) working within the community to promote and facilitate anti-racism programs across the school. Children and their families are also made aware of other support services such as Kids Helpline and other government initiatives such as Bullying no Way.

Committee Members

Stephanie Searle	Principal
Angela Svinos	Deputy Principal
Julie Day, Julie Hunt & Heather Strachan	Assistant Principals
Tara Bryant	Relieving Assistant Principal
Nicole Cattana	Classroom Teacher/ARCO
Carolyn Edwards	School Counsellor



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