

ANTI-BULLYING PLAN

Revised: 10 August 2009

1. Policy Statement

At Charlestown Public School we value respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through strong welfare programs. As part of our school's Welfare and Discipline Policy, our Anti-Bullying Policy aims to deal effectively with, and prevent incidences of, bullying.

Bullying is not acceptable in any form. Students and staff have the right to expect that they will be safe at school and spend each day free from the fear of bullying, harassment and intimidation. Teachers, staff, students, parents, carers and members of the wider community have a responsibility to work together to address bullying.

2. Definition

Bullying at school is a serious matter. It is a complex issue involving repeated incidents where a person is hurt physically or emotionally by another person or by a group of people. Bullying involves the abuse of power in relationships. The assaults may be verbal, physical, social or psychological and may have long term effects. Bullying is difficult to detect as it usually happens out of sight and away from adults. Technology, including the internet and mobile phones, can also be used as instruments for bullying.

Parents are usually the first to identify that a problem exists.

3. Statement of Purpose

Students, staff, parents, caregivers and members of the wider Charlestown Public School community have a shared responsibility to:

- Promote positive relationships that respect and accept individual differences and diversity within the whole school community
- Actively work together to resolve incidents of bullying behaviours when they occur.

Each group within the school community has a specific role in preventing and dealing with bullying.

- **Students** have a responsibility to:
 - Behave appropriately, respecting individual differences and diversity
 - Follow the school rules
 - Respond to incidents of bullying according to the school anti-bullying plan
 - Understand how bystanders can positively impact on incidents of bullying and respond accordingly
- **Parents and carers** have a responsibility to:
 - Support their children in all aspects of their learning
 - Be aware of the school anti-bullying plan and assist their children in understanding bullying behaviour
 - Assist their children in developing positive responses to incidents of bullying consistent with the school anti-bullying plan and discipline policy
 - Support their children to deal effectively with bullying through the strategies of the anti-bullying plan and discipline policy
 - Notify the school when incidents of bullying are suspected
- **The school** has a responsibility to:

- Create an atmosphere where students care for, and are interested in, each other and emphasise that bullying and/or harassment will not be tolerated
- Develop an anti-bullying plan that clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- Inform students, parents, carers and the community about the school discipline policy and the anti-bullying plan
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- Provide parents, carers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- Follow up complaints of bullying, harassment and intimidation
- **Staff** have a responsibility to
 - Respect and support students in all aspects of their learning
 - Model appropriate behaviour
 - Respond in an appropriate and timely manner to incidents of bullying according to the school anti-bullying plan and discipline policy

4. Managing bullying

- Identifying bullying behaviours
 - Staff attend professional learning sessions to understand the behaviours that are unacceptable and how to deal with bullying
 - Staff, students and parents are informed of the definition of bullying and how to identify unacceptable, bullying behaviour
 - Executives regularly monitor playground and classroom behaviour records to identify possible bullying incidents and patterns of offence
- Strategies to deal with bullying behaviours
 - Address incidents of bullying quickly and effectively, on notification, using the school's discipline policy
 - Report incidents to a teacher as soon as possible
 - Promote 'bullying – no way' attitude through newsletters, assemblies, class lessons, etc
 - Teach social skills program/lessons K-6, emphasising that bullying is not acceptable
 - Follow flow chart on Page 6 of the Charlestown PS Discipline Policy
 - Involve school counsellor via learning support team referral where appropriate
 - Review and improve use of playground and activities regularly
 - Ensure senior students 'buddying' kindergarten students are appropriately selected and trained to model appropriate behaviour
 - Encourage Student Executive input on bullying issues
 - The school to provide information sessions for parents
 - Source and provide appropriate teaching resources
- Procedures to report bullying
 - Students and parents are encouraged to report incidents of bullying to a teacher or assistant principal immediately
 - Staff, parents and carers work together on reported incidents.

5. Monitoring and evaluating

- Review the plan regularly to ensure everyone is aware of and committed to the policy and that it reflects the current needs and practices of the school.

- Collect and analyse data on the nature and extent of bullying and harassment in the school, eg surveys, classroom and playground records, suspension data, etc. Analysis by executive staff term by term. This will assist in the assessment of the effectiveness of the plan to address issues of bullying and harassment and in the promotion of a safe and secure environment.
- Revise the plan, if necessary, after a review.

6. Resources

- Student Welfare Policy (NSW Department of Education and Training, 1996)
- Values in NSW Public Schools
- www.bullyingnoway.com.au
- www.det.nsw.edu.au/antibullying
- Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education (1997-1998).
- Strategies for Safer Schools
- [Responding to Suggestions, Complaints and Allegations](#) (PD/2002/0051/V001)
- Revised Resources for Teaching Against Violence (NSW Department of Education and Training, 1995)
- Anti-bullying: Best Practice in Schools (NSW Department of Education and Training, 1999)
- The Playground: Best Practice in Primary Schools (NSW Department of Education and Training, 1999)
- Countering Discrimination: Support materials for Schools (NSW Department of Education and Training, 2000)
- A Fair Go for All (NSW Department of Education and Training, 1996)
- Strategies for Safer Schools (NSW Department of Education and Training, 1995-1996)
- Code of Conduct (1997)

Strategies for students on how to deal with bullying behaviours:

- Report the incident to an adult immediately
- Stay in sight of peers and adults
- Try to stay calm. Practise keeping calm and walking away.
- Try to show you are not upset. Practise this.
- Look at the person. Try to speak in a strong voice. Say something like “You might think that but I don’t” or “Why are you doing this?”
- Use an “I” message. Express your feelings in an assertive way e.g. “I want you to stop” or “Please don’t do that, I don’t like it” or “I don’t like what you saying/doing. Please stop.”
- Walk away quietly without looking back.
- Go to a safe place e.g. with other children; near a teacher
- Talk to someone who can help you. Tell them what has happened, how you feel and what they can do to help. This is not “dobbing”!
- Use humour if appropriate.

Most people have experienced some kind of bullying at some time, so do not be ashamed to SPEAK UP. It is OK To TELL!

Signs that your child may be being bullied:

- Dislikes school
- Lowered school performance
- Gets into trouble more often at school

- Wants to be taken to school even though it is close.
- Takes the long way home or walking instead of catching the bus.
- Possessions are damaged or missing
- Seems unhappy or depressed – cries easily and for no apparent reason
- Unable to explain bruises and scratches
- Complains of stomach ache to avoid school.
- Asks for, or steals extra money
- Doesn't seem to have any friends
- Has bad dreams
- Sleeps badly
- Wets the bed
- Gets angry with brothers and sisters
- Sudden mood swings and outbursts of temper
- Uses put-down language when speaking about others

Signs that your child may be bullying others:

- Aggressive behaviour – both inside and outside the home (teasing, threatening, hurting others)
- Difficult to manage
- Oversensitive – feels everyone is out to get him/her
- Unhappiness
- Loses temper frequently
- Quietness or depression
- School work is suffering
- Disturbing stories about the child – from other students, their friends or other adults.
- Sensing that other parents (whose children have contact with your child) are avoiding you, or hinting at things you don't know.

Bullying takes many forms. The following behaviours as examples of bullying:

Physical:

- Pushing/ shoving/hitting/ punching/kicking/spitting
- Throwing objects
- Taking others belongings/ stealing from others
- Damaging others belongings
- Intimidation – making someone do something against their will
- Group manipulation (Yes, you are in the group - no, you're not).

Verbal:

- Threatening
- Name calling/ teasing
- Swearing at others
- Ridicule (making fun) of another person because of their actions, appearance, physical characteristics or cultural background.

Indirect:

- Spreading rumours
- Excluding others
- Writing notes
- SMS messages/ email

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