



Education &  
Communities

# Anti-bullying Plan

Chullora 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.**

The plan articulates our strong position on challenging bullying and documents our local, practices and programs to implement the March 2011 *Bullying: Preventing and Responding to Student Bullying in Schools Policy*.

All school plans, policies and procedures at Chullora Public School are developed in collaboration with the school community. This plan will also be reviewed and updated in response to changes in relevant legislation, departmental procedures and on reflection of current practices.

## Statement of purpose

Students attend Chullora Public School to participate in quality education that will help them to become *engaged citizens and learners for the 21<sup>st</sup> century* who can create a positive future for themselves and the wider community.

Students and staff have the right to expect that they will spend the school day in a safe, respectful learning environment that directly addresses any incident of bullying, harassment and intimidation. Any inappropriate behaviour that affects teaching and learning at the school and interferes with the wellbeing of students and staff is not accepted.

At Chullora Public School positive behaviour is encouraged through a whole school approach integrating aspects of policies, programs and practices. These include quality teaching practices, engaging learning, community partnerships and provision of social supports.

**The Anti-Bullying Plan – NSW Department of Education (Updated May 2016)**

This includes the following:

- promoting a *safe, respectful learning* environment through quality teaching practices and Student Wellbeing programs
- staff using consistent language and demonstrating respectful ways of relating in all practices
- explicit teaching and promotion of school expectations
- explicit teaching of what bullying is and is not, what to do and who to tell to raise concerns over bullying either as a target or a witness
- consistent application of procedures and provision of educational support for students who present with difficulties in relating safely and respectfully with others
- forming productive partnerships with the community to provide a range of options to support students' social, emotional and academic learning

## Protection

Chullora Public School has approximately 330 students and caters to the needs of a low SES, high NESB community. The school is organised into stage-based learning teams led by a dedicated and skilled executive team.

Chullora Public School has chosen to use the definition of bullying published in the New South Wales Department of Education March 2011 *Bullying: Preventing and Responding to Student Bullying in Schools Policy* and published on the first page of this plan..

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create and maintain a safe, respectful learning environment that challenges bullying. Each group within the school community also has specific responsibilities in preventing and dealing with

bullying, as outlined in the NSW DoE policy published on the first page of this plan.

The school aims to minimise bullying by engaging in a range of programs to promote respectful relationships, reduce incidences of bullying and to provide timely support from an educative framework for students who are involved in bullying, including witnesses (bystanders). Students who are found to engage in bullying behaviour are supported in accordance with the NSW Department of Education Student *Welfare Policies and Procedures* including the procedures for the suspension and expulsion of school students' policy and the schools *Code of Conduct*.

## Prevention: Promoting respectful relationships and valuing diversity

Chullora Public School is an inclusive environment, where diversity is affirmed and individual differences are respected across all settings. This is evidenced by staff demonstrating practices, school communications and the provision of an inclusive curriculum. In addition to developing and maintaining a supportive learning environment in class time, the school has developed strategies to promote respectful practice and collaborative play during break times. A number of school polices, including the *Student Wellbeing Policy* directly report specific practices that promote a safe and respectful school environment. Such practices include but are not limited to the following:

- regular teaching and explanation of the school's *rules and values for students*
- implementation of Microskills that provides a minimalist approach to the

complexities of behavior management, allowing teachers to spend more time teaching and less time managing behaviours in each classroom

- teachers build positive relationships with students to support them to succeed, increase connectedness and reduce risk factors
- teachers running various extracurricular clubs during break times to increase student engagement and develop respectful practices
- provision of school equipment, resources and explicit teaching to promote a harmonious school environment
- implementation of Child Protection units of work

Student engagement and leadership is promoted through several strategies such as the School Representative Council and student leadership programs. Students are also encouraged to participate in extra-curricular groups that promote working as a team across the performing arts, public speaking and sports.

The school has a comprehensive system for acknowledging effort in positive behaviour and learning both across the school and within individual class settings. The school acknowledgement system also recognises leadership across extra-curricular activities.

The wellbeing, safety and health of students inform all school policies, programs and practices. Partnerships with parents, caregivers, students and the wider community are central to the success of this process.

As part of the enrolment process at the school, parents and caregivers are provided with information on expectations of the school and information is sought

that can inform the school of any specific needs that may impact on a student's wellbeing and learning.

Parent and caregivers are also encouraged to raise any concerns about their child's learning or wellbeing with school staff at the time of enrolment or in response to any emerging concerns. This enables school staff to assess student needs, plan to minimise risk, provide support and suggest avenues for out of school support where appropriate.

## Early Intervention

While the school provides a school wide approach to promoting and teaching respectful practices and social competence, some students will require additional support as in all areas of learning. Early identification of a difficulty enables the school to provide educational intervention. This may also include recommendations for families to seek out of school assistance when required for students who are identified as being at risk of developing long-term difficulties with social relationships. Students may be identified through staff observation of behaviours however, when presenting behaviours are not reasonably evident, the school relies on students requesting assistance and/or parents/caregivers raising concerns with the school.

When a concern is raised by staff, students, parents/caregivers or the broader community, the school will endeavour to assess the situation, act in accordance with school policies and procedures and provide support. As with any concern raised around a student presenting difficulty in the school setting, the school will seek to work collaboratively with the student's parents/caregivers to address concerns.

There are many strategies to assist students. Specific strategies will vary depending on the situation, however, there are several common elements addressed by school actions. These include the following:

- increased monitoring of behaviours and interactions
- explicit teaching on the expectations of behaviour within the school, procedures for addressing behaviours and consequences of problematic behaviours
- request for parent/caregivers to cooperate with the school on addressing the student's difficulty
- increased teacher support in directing positive behaviour in the class setting which may include class, group or individual learning activities

One example of a targeted school provision for students presenting with difficulties on the playground during break times includes teachers building positive relationships with students to support them to succeed, increase connectedness and reduce risk factors using *WOWW - Working out what works* is a strengths-based, solutions focused intervention teacher conversation with the student.

## Response

In response to incidents of bullying at the school staff will:

- investigate the incident
- interview all involved students
- provide support to the victim and others involved, including a referral to the school counselor, if required
- inform parents and continue to monitor the situation
- implement school support initiatives eg: *WOWW-Working out what works*

In selecting appropriate actions in response to an incidence of bullying, complex issues need to be considered and individual circumstances such as age, the difference in power of those involved and/or disability need to be taken into account. Consistent with departmental and school policies, the severity and seriousness of the bullying will be assessed and action taken.

Any serious incident involving assaults, threats, intimidation or harassment are referred to the Principal who on examination of the seriousness and the facts, is required to act in accordance with the Department of Education policies. This may result in notifications to authorities such as the Police, the Child Wellbeing Unit or Family and Community Services and the School Safety and Security Unit.

## **Promoting and Publicising the Anti-bullying Plan**

The school Anti-bullying Plan is published on the school website. The community is updated each term through the newsletter on the school's progress to promoting a safe and respectful learning environment. Data is also included in the Annual School Report and School Plan.

## **Monitoring and evaluating the effectiveness of the Anti-bullying Plan**

The Anti-bullying Plan will be reviewed on a regular basis within a three year period so that all members of the school community are aware of and remain committed to the plan. The review will provide opportunities for reflection and renewal.

Strategies to review the school Anti-bullying Plan include:

- consultation with students, staff and parents

- gathering and analysing all relevant information on the nature and extent of bullying, harassment and victimisation, including data that highlights patterns and trends, such as suspension data
- evaluating the extent to which the school's Anti-bullying Plan has been effective in addressing bullying, harassment and victimisation and promoting a safe and secure environment.

## **Principal's comment**

This plan should be used in conjunction with the school's student wellbeing policy and Code of Conduct. The plan was developed by:

Louise Challis – Principal

Amanda Dawoud – Assistant Principal

## **School contact information**

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