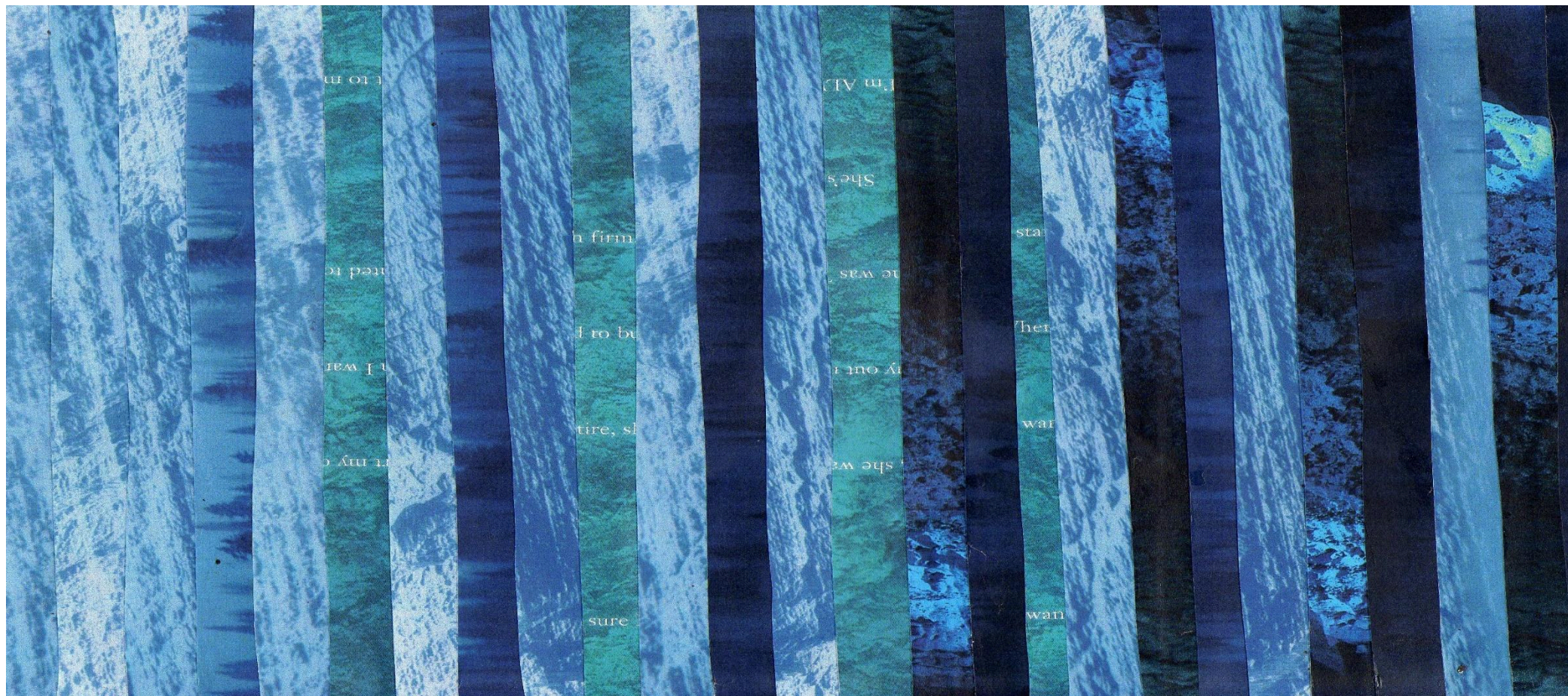


Padstow Heights Public School



2024

Anti-Bullying Plan



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 and Communities.

This plan is the result of consultations with staff, parents and students. Full implementation of the first teaching and learning cycle described will be complete by the end of Term 3, 2023. Lessons will be revised at the beginning of each term. The plan will be reviewed at the end of Term 3 each even year by a committee consisting of the student leaders, a teacher representative, a parent representative (as delegated by the Parents and Citizens group) and the principal. Any recommendations will be presented to the staff by Week 3 of Term 4 so changes can be made to the program in readiness for the beginning of the new school year.

Statement of purpose

Schools should provide a safe and supportive learning environment for all students. Students should feel a sense of belonging, participation and achievement. We must recognise that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness. We aim to build a strong and supportive culture, so that bullying and anti-social behaviour is deemed by all to be unacceptable.

Protection

What is Bullying?

Bullying is the intentional, ongoing behaviour by an individual or group of individuals that causes upset, distress, hurt or an intense sense of fear.

Bullying is damaging to both the victim and perpetrator. It can be verbal, physical, psychological or cyber. It includes, but is not limited to:

- **Verbal:** name calling, teasing, abuse, 'put downs', insults or threats
- **Physical:** hitting, punching, kicking, scratching, tripping, spitting.
- **Psychological:** ignoring, excluding, daring, manipulating, making rude, cruel or crude gestures, racism, spreading rumours intentionally; dirty looks; hiding or damaging possessions; inappropriate notes, letters, phone messages, SMS misrepresentation, and emails, threats.

Rights and responsibilities:

All students and staff have the right to work in an environment free from violence and intimidation.

Right	Responsibility
To feel safe in the classroom	To ensure that you don't make others feel unsafe in the classroom.
To feel safe in the playground	To ensure that you don't make others feel unsafe in the playground.
To not feel bullied or picked on	To not bully or pick on others

Role of the students, staff and parents:

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

Students should:

- Follow the school procedure when someone is bullying them (Stop, Walk, Talk)
- Follow the school procedure when they observe someone else being bullied. (Help others to follow Stop, Walk, Talk)
- Practise skills of self-discipline

Staff should:

- Follow school procedure when a student reports an incident of bullying but intervene immediately if a student is in danger of being hurt
- Use agreed language when responding
- Follow the school discipline code if the incident is proven
- Follow up all discipline actions to their completion which includes informing parents of incidents and actions taken

Parents should:

- Be aware of changes in your child's behaviour and attitude at school

- Discuss any concerns with the class teacher as soon as possible
- Discuss with your child positive ways to handle the situation
- Support the school in its efforts against bullying
- Work with the school to ensure reasonable standards of behaviour from children
- Be role models for their children of non-bullying and respectful behaviour in their relationships with others

Prevention

Whole School Strategies

Following Positive Behaviour for Learning (PBL) guidelines and the Second Step program, the school has implemented a consistent approach to bullying which involves the use of common language by staff and students, a matrix of age-appropriate lesson plans which teach students the expected behaviours and processes to follow to deal with bullying, including cyber-bullying, and teacher training for a consistent response to complaints of bullying. Consequences for the perpetrators of bullying are embedded in the school discipline plan.

Parental involvement is encouraged and the school's emphasis on developing quality relationships provides staff, students and parents with an environment that is positive and consistent.

Classroom Strategies

Anti-bullying lessons are presented in health, personal development & child protection lessons and also as the need arises in the form of discussions with individual children, small groups or whole school.

The teaching of social skills, including conflict resolution, is an integral part of lessons. Students are given opportunities to discuss and implement ideas for effective use of the playground, rules for games and procedures for resolving conflict in situations such as team games.

Class rules and expectations are negotiated with the teaching staff and students.

Computer Usage Agreement is in force. Students are aware that the Principal and staff have access to all student emails using their DoE address at any time.

The following is the framework of the anti-bullying plan which is taught to all students. It involves lessons on what to do if you are the victim, the bully or the bystander.



If students are feeling put-down, being verbally or physically abused, they are to:

Step1: Hold up their hand and assertively say STOP



Step 2: If the "bullying" does not stop students are to WALK away.



Step 3: If the 'bullying' still does not stop students are to TALK to a teacher.



If any child is in danger or is being physically hurt, they are taught to go straight to a teacher.

If another student tells them to “STOP” or “WALKS AWAY”, this is a sign that the other student feels uncomfortable, put-down or bullied.

The students must:

- stop what they are doing
- take a deep breath and count to 3
- “get on with their day”, even if they disagree

Students are also encouraged to help a friend to walk away if they see that friend is uncomfortable, being put-down or bullied. The students are taught that good friends look after each other and it is not acceptable to just stand and watch when they see someone else is uncomfortable, being put-down or bullied.

This procedure is taught to each class through a series of lessons in Term 1. The lessons are revisited each semester or more often as the need arises.

Parents receive a brochure on enrolment and at the beginning of each even year, outlining the No Bullying Plan that operates in the school. Parents are also provided with the school discipline plan which shows the consequences for all inappropriate behaviours including bullying. Parents are regularly updated and expected to reinforce the key messages and lessons taught in the Second Step program which creates a protective school culture for students.

Response

Practices to deal with bullying behaviours

Instances of bullying are monitored through the school discipline system.

When a student reports an episode of bullying to the teacher, the teacher establishes that the student has followed the taught procedures for the situation and has been unable to stop the bullying. After investigating, the teacher will then record the incident, which may include the issuing of a “reflection - time out”. This information is then tracked by the Assistant Principal in charge of Student Welfare so that repeated cases involving the same student are able to be detected and followed

up. The procedures for the follow up of all behaviour issues are described in the School Discipline Policy.

Where the bullying has been committed via cyber space then parents will be informed & computer privileges will be removed as per Computer Usage Agreement.

If the bullying behaviour has been identified, the perpetrator(s) will be interviewed by the class teacher as soon as possible after the reported incident has been investigated and substantiated.

1. **Interview with bullies.** This is done alone, one by one, starting with the student seen as the group leader. This is a non-adversarial interview designed to emphasise the concern of the person who is being hurt or elicit some empathy and to come to some agreement as to what the person might do to help the victim. During the meeting the teacher (usually the Assistant principal) remains calm, empathetic, never angry or indignant and respect is shown for the bully as a person.
2. **Interview with the victim.** This is done in a supportive manner and the aim is to explore ways to safeguard the student and to repair self esteem. This will involve the victim being reminded of the school-wide anti-bullying strategies, and may include role playing and being shown assertive behaviour and to come up with a plan if they feel threatened/unsafe.
3. **Implementation of the Student Support Plan**
An Anti-Bullying Plan is co-created with the victim and the victim's family as well as the alleged bully and their family. An initial plan is created for both parties which identifies safe areas to play and learn, identification of key peers to provide support and identified teachers who also can provide additional support to both parties. Clearly defined expectations are agreed upon including immediate follow up and communication by both the school and family. The plan is then reviewed at the end of the 10 day period. The decision is then made whether to continue with the plan and/or deploy specific interventions which may be deemed appropriate as decided by the Learning Support Team in consultation with all parties involved.
4. **Follow-up with bullies and victims.** It is essential that daily follow-up takes place. This involves asking the bullies individually how they have followed through what they agreed to do to help the victim, and asking the victim how

they are progressing and whether or not there have been any further incidents. The follow-up is initially carried out daily, then tapered off if all is going well.

5. **If the bullying behaviour does not stop** as a result of this intervention, then the usual sanctions of the school discipline policy will be implemented. There will be a need to keep working with the victim at this time to support them and make sure that they continue to problem-solve to try to make sure that there is not something else they can do to prevent the bullying from recurring.

- The principal is notified of all cases of bullying.
- With primary school children, many cases of bullying can be stopped quickly with minimal intervention. However, in any situations where teacher intervention is necessary on more than one occasion with the same student, then parents of all students involved will be notified so that we can work together to restore and improve relationships between the children. Regular updates will be provided to parents of the students involved.

Student Welfare

Any student who has been affected by, engaged in or witnessed bullying behaviour will have access to support, which may include:

- the school psychologist
- teacher mentoring,
- peer support structures

At all times student wellbeing is the first consideration. If at any time the principal is concerned for a student's safety, contact will be made with the Child Wellbeing Unit and then, as recommended, with the Department of Community and Justice.

Serious incidents involving assaults, threats, intimidation or harassment may be reported to the police.

Complaints

Complaints about a policy, procedure or guidelines can be made to the principal or to the directorate or unit responsible for that policy, procedure or set of guidelines. If the complaint is about the principal, you may wish to contact the School Education Director at the Regional Office in Riverwood.

Additional Information

Police Youth Liaison Officer (YLO) and Police School Liaison Officer- Contact Bankstown Local Area Command 9783 2261

Kids Helpline: 1800 55 1800

www.kidshelp.com.au

Principal's comment *Gillian Blackmore*

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

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. Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

This plan was developed by

- Gillian Blackmore Principal
- Vanessa Mozyani Deputy Principal
- Renee Peddie (President) and the Padstow Heights Parents and Citizens Association

School contact information

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Revised February 2024

Padstow Heights Public School

Ever Higher

Padstow Heights Public School Student Support Plan

Definitions & Guidance:

Our school provides a safe and secure learning environment that is free from **harassment, intimidation or bullying (HIB)**.

This support plan aims to support both:

- the student who has been identified or allegedly identified as being harassed, intimidated or bullied, and;
- the student who has been identified or allegedly identified as harassing, intimidating or bullying another student.

It is understood that each situation is different and that additional considerations may be included.

This **Student Support Plan** will be completed by the School's Learning and Support Team representative, the student and a member of the targeted student's family. The principal or designee will see that it is implemented with the student and his/her family. The principal will also share this plan with all necessary school staff. The classroom teachers will leave a copy of the plan for any **relieving teachers** who come in.

The plan involves two components: the actions **school staff** will engage in and the actions the **student** will engage in. The plan has a **definite start and a proposed end date**. It is meant to cover the **entire school day**. The student needs to be safe during **the school day**.

The plan designates a **Primary Staff Contact** for the student. This person might be the classroom teacher or with whom the student feels most comfortable.

It is the intent of this plan that it be carried out in a way which is **minimally intrusive**. School layout, transition times, learning groups, Scripture and availability of staff may impact the plan.

Padstow Heights Public School

Ever Higher

Student Support Plan

Student Name:		Date:	
Classroom Teacher:		Year:	
Person filling out Support Plan:		Position:	
Plan Start Date:		Planned Check in:	
Reason for referral:			
Main Areas of Concern:	Classes	Playground/ Transitions	Outside school

School/ Staff

1. All school staff will be notified of this safety plan and will make every effort to implement it successfully.
2. Any school staff who witness or are otherwise made aware of any harassing, intimidating or bullying behaviour, will intervene immediately and will report such behaviours to the principal.

Classroom and Transition Times

1. The following teacher/staff will be designated as the student's primary point of contact (trusted adult on school grounds).

Name:	Position:
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2. The following teachers/staff will be designated as the back up should the primary point of contact be unavailable.

Name:	Position:
Name:	Position:
Name:	Position:

Padstow Heights Public School

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3. The following classes are classes in which there are conflicts present:

Teacher:
Teacher:

4. The following location has been designated as a safe area should something come up during break, lunch, and/or transitions: xxxxx

5. The Primary 'Point of Contact' will check in daily to ensure the plan is working.

6. The school will immediately report any harassing, intimidating or bullying behavior which is made aware to parents.

The Student

1. The following students are friend(s) that XXXX feels safe with:

Name:	Classes:
Name:	Classes:
Name:	Classes:

- will remain as close to the trusted friend(s) as reasonable during the school day.
- will seek out these students if he feels threatened or uncomfortable.
- will report any breach of this plan to his parents, designated trusted adult, teacher, or other identified staff immediately.
- will also report any such behaviour which occurs as a result of this plan outside of school.

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Parents and Family

1. Parents and other family members agree to monitor and support this Support Plan.
2. Parents are welcome to contact the school at any time to check the effectiveness of the plan.

If threats and harassment continue and/or escalate, further disciplinary action may take place including but not limited to suspension.

We agree to the Support Plan as stated above.

_____ Student Name Signature

_____ Parent/Guardian Name Signature

_____ Principal or designee Signature

TO BE COMPLETED BY ADMIN/DESIGNEE

Completed: _____

Modified: _____

Extended: _____