

Connells Point Public School Anti-bullying Plan

Most recent review: February, 2023
Next review date: February, 2024





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.

Statement of purpose

Connells Point Public School values and promotes respectful relationships across the school community. The school rejects all forms of violence including all forms of bullying, harassment and intimidation which interfere with teaching, learning and the wellbeing of students and staff.

Connells Point Public School believes we must play a pivotal role in challenging and managing unwanted and damaging behaviours. This is achieved by drawing on a range of strategies as outlined in this plan and the school's wellbeing and behaviour management procedures.

The active promotion of positive behavior, personal responsibility, mutual respect and valuing of difference are key bullying prevention strategies at this school.

The school actively denounces bystander behavior and encourages active participation of all members of the community to reject all forms of bullying, harassment and discrimination.

Protection

The school community understands bullying to be intentional, purposeful, repeated behavior by an individual or group of individuals which causes distress, hurt or undue pressure. It involves the abuse of power in relationships and may include:

Physical: Hitting, punching, kicking, scratching, tripping, branding, spitting.

Verbal: Name calling, teasing, putdowns, sarcasm or vilification due to a person's race, gender or beliefs.

Social: Ignoring, excluding, ostracising, alienating, spreading rumours, hiding or damaging property.

Cyber bullying: Bullying through any form of carriage service.

Shared responsibility

The school will regularly reinforce the following messages:

- bullying will only be eradicated when perpetrators are identified and 'called out' by peers
- Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and harmonious environment free from all forms of bullying
- It is critical that everyone understands that reporting bullying is not 'dobbing' but asserting a right to feel safe and happy.

Roles and Responsibilities

Students need to:

- report incidents of bullying or discrimination to the teacher or Principal as appropriate
- make their parents/carers aware of occasions where they have been bullied or discriminated against (after communicating with school staff)
- avoid the temptation to inappropriately respond to bullying or discrimination (ie, physical aggression, verbal retaliation)
- respond by telling the perpetrator to 'stop'.

Parents and carers need to:

- encourage their child to build and maintain positive self esteem
- watch carefully for signs of distress or anger in their child
- stay calm and get accurate details when an occasion arises where they feel their child has been bullied or discriminated against
- develop coping strategies within their child
- encourage their child to celebrate the qualities that makes him/her who he/she is
- immediately report concerns regarding bullying or discrimination to the school
- encourage their child to be proud of his/her unique traits and qualities.

Staff need to:

- always be calm and professional when responding to potential incidents of bullying or discrimination
- take personal perspectives and experiences out of decision making processes
- listen carefully and gain detailed responses from all parties before deciding on interventions
- speak to his/her supervisor and the Principal before deciding on interventions
- notify parents/carers where their child has been a victim of bullying or discrimination
- notify parents/carers where their child has been the perpetrator
- regularly and explicitly teach the importance of respectful behavior and set high expectations for student behaviours and attitudes
- teach students the skills to respectfully respond to incidents of bullying or discrimination
- foster a safe and supportive environment so that students feel comfortable to speak out against behaviours that they find offensive or degrading.

Strategies and practices to promote positive student behavior, including specific strategies to maintain a climate of respect and prevention of bullying

The school believes that when students are respected and valued, actively engaged in decision making and experience learning success, this promotes positive behavior and maintains a climate of mutual respect. Positive discipline is an essential component of this school's behavior management strategies. All students and teachers have the right to be treated fairly and with dignity, in an environment free from intimidation, harassment or discrimination.

Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect include:

- the provision of appropriate curriculum that connects to the students and meets individual abilities and needs
- the provision of personalised learning plans, including Personalised Learning and Support Plans (PLaSPs), Behaviour Management Plans (BMPs) and Personal Learning Pathways (PLPs)
- the provision of opportunities for students to take on leadership roles and be part of decision making processes
- the utilisation of a whole school approach in managing student behavior
- supporting and encouraging students to take personal responsibility for their own learning and behavior
- the provision of frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- the consistent use of strong and evidence-based behaviour management techniques such as:
 - ✓ providing simple directions
 - ✓ expecting students to comply with and follow directions (using the language of expectation/compliance)
 - ✓ following up on behaviour incidents
 - ✓ staff modelling of pro-social behaviours
 - ✓ discussion with parents of their roles and responsibilities in managing student behaviour in partnership with the school
 - ✓ clear and explicit structures and routines
 - ✓ acknowledging positive student behaviours
 - ✓ the provision of a multi-disciplinary approach to support programs, including counselling and remediation
 - ✓ collaborative consultation between staff, caregivers, home, schools and other agencies in the development of individual education, integration, transition and other programs
 - ✓ providing regular opportunities for students to give feedback about the school and recommendations to make improvements
 - ✓ having a plan for managing inappropriate behaviours
 - ✓ collaborative consultation between staff, caregivers and other agencies in the ongoing management of student behavior

Response

Students and their families can confidently expect that all reports of bullying will be investigated in line with procedural fairness and will be dealt with according to their nature, frequency and intensity and in line with the school's procedures.

The School Anti-Bullying Plan will be published on the school website. In the event that bullying involves serious physical and/or psychological injury necessitating medical attention, the school will advise the *Department of Education (DoE) School Safety and Response Unit* and the *Director Educational Leadership*.

Principals' comment

As the Principal of Connells Point Public School, I am committed to working collaboratively with staff, students and the community to foster a learning and working environment that values wellbeing and promotes respectful relationships.

Cameron Smyth-Gapps
Principal
February, 202



