



Education &  
Communities

# Anti-bullying Plan

Meadowbank Public School 2017 - 2020





# 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.

Regular review of the plan is to be undertaken by the school's Positive Behaviour for the Engagement of Learning (PBEL) Team, Learning and Support Team and School Executive Team. These teams regularly analyse bullying incident data to inform prevention, intervention and response strategies. In addition, the plan will be reviewed by the community every three years, or as needed.

## Statement of purpose

At Meadowbank we promote positive relationships that respect and accept individual differences and diversity within the whole school community. Actively work together with the community to foster a safe, supportive learning/working environment where bullying is not tolerated. Positive relationships are also promoted and maintained through effective classroom and playground behavior management programs and initiatives.

## Protection

### What is Bullying?

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is ongoing and repeated.
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex ([LGBTI](#)); their size or body shape or any other ways they may be different.

Bullying can also happen online using technology such as the internet or mobile devices. This is also called [cyberbullying](#).

Conflict or fights between equals or single incidents are not defined as bullying.

## Responsibilities

### All staff are responsible for:

- modelling appropriate behaviours at all times
- teaching students skills and strategies to deal with bullying as per the
- strategies outlined in this plan
- Provide curriculum that supports students to develop an understanding of bullying and its impact
- dealing with all reported and observed incidences of bullying as set out in this plan and the school's discipline policy
- ensuring that students are actively supervised
- reporting incidences of bullying to the Assistant Principals or Principal
- consistent with school welfare reporting procedures
- creating a culture where it is acceptable and encouraged to report incidents.
- Give the clear message that bullying is unacceptable.
- Encourage students to report incidents of bullying.

<https://antibullying.nsw.gov.au/educators/resources>

Bullying. No Way! provides a series of [lesson plans and discussion starters that can help](#).

**All students have a responsibility to -**

- behave appropriately at all times
- show respect for individual differences and diversity
- behave as responsible digital citizens and report any cyberbullying
- being assertive-Tell the "bully" that they don't like the behaviour, how it makes them feel and that how they must tell a teacher about it if the person continues
- tell a teacher, AP or Principal if the perpetrator/s continues
- report if they are being bullied or if they see someone else being bullied- both at school or on the way to and from school
- report any cyber-bullying to their teacher or Principal (do not delete any emails or make note of any websites)
- help someone who is being bullied -report it. The person bullied may be too scared or upset to tell anyone.
- not bully others

Students who exhibit bullying behaviours will:

- Modify their behaviour.
- Undertake a proposed counselling/behaviour modification program.
- Undertake restitution if appropriate.
- Make a commitment to refrain from bullying.

**All parents/caregivers have a responsibility to:**

- watch for signs their child may be being bullied
- speak with someone on the staff if they suspect their child is being bullied
- instruct their children to "tell" if they are bullied
- support their children to become responsible citizens and to develop responsible on-line behaviour. As a parent model appropriate on-line behaviour.

- not be swayed by your child's plea not to interfere because of their fear of retaliation. Bullying needs to be addressed and this will be most effective with the school and family working together.
- work with the school to address the issue if your child is bullying others.
- let your child know that bullying is not acceptable behaviour.

Parents are encouraged to:

- Listen objectively to reports of bullying.
- Communicate incidents to the school. (Class teacher or Stage AP)
- Work with the school in seeking a solution.
- To encourage their child to 'tell' if they are bullied and adopt learnt strategies to deal with bullying
- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.

**Our school community will uphold our school values of safe, respectful learner behaviour and maintain a climate of respectful relationships where bullying is less likely to occur.**

## Prevention

**Strategies and programs the school may implement for bullying prevention are as follows.**

- creating a safe, stimulating and enjoyable school environment for all students. Through implementation of the school rules and expectations the school will establish and maintain a positive climate of respectful relationships where bullying is less likely to occur. This includes:
- Teacher training in Anti-bullying
- Explicit teaching & modelling of positive behaviours that reflect school expectations and rules:
- Treat on another with dignity and respect
- Teach - High Five Strategy to build student's social skills & resilience.
- Implementation of the Peer Support Program (Anti-bullying module) and use of resources e.g. Buddie program, Bullying No Way

- Education of whole school community around the identification of and bullying and cyber safety issues.
- Frequent recognition of students practising respectful and responsible behaviours
- Clearly defined and articulated consequences for non-compliant, inappropriate and/or bullying behaviour
- Reinforcement and communication to whole school community of school's position of zero tolerance for bullying

## Strategies

### ***If you're being bullied...***

Do the 'High Five'...

1. Ignore
2. Talk friendly – Use neutral language
3. Walk away
4. Talk firmly – Respectfully tell them to stop
5. Report – see options below



### ***But if it's been going on for a while and these don't work...***

- talk to your friends and ask for support
- talk to your parents
- talk to your teachers including Principal and Assistant Principals

### ***If you see someone else being bullied...***

- tell the person acting like a bully to stop
- talk to a teacher
- don't watch or join in
- try to change the subject
- try to comfort and/or include the person who's being targeted
- explain to the person being bullied that it's nothing to do with them—it's about the other person's behaviour.

### ***If you are cyberbullied:***

- don't respond to the message or image
- save the evidence
- block and delete the sender
- report the situation to the website or Internet Service Provider
- tell trusted people—friends, adults, teachers, parents and police if necessary.

## Early Intervention

The school implements a number of strategies and programs for students who are identified as at risk of developing long-term difficulties with social relationships and those who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour. Teachers need to examine appropriate behaviours and what they need to set in place to support themselves in modelling appropriate behaviour while attempting to achieve the following:

- careful classroom management and placement of students within classes (where possible).
- Making contact with a student's previous school to identify background in regards to any bullying issues
- using professional judgement and teacher knowledge of the students to identify and help address student's needs in social relationships
- the Learning Support Team/ teachers assisting in the identification and management of students either at risk of being bullied or at risk of engaging in bullying behaviour
- developing individual Behaviour Management plans with LAST.
- Involving School Counsellor with any ongoing issues
- Development of action plans on how to cope with difficult situations e.g. Using the "The 5 Steps"
  1. Look the person in the eye
  2. Say their name
  3. Say "Stop it"
  4. Say "I don't like it when..."
  5. Walk away

## Response

- explicit and ongoing teaching of the school-wide behaviour expectations for all students K-6
- consistent implementation of negotiated classroom expectations, routines and procedures
- clear identification of the behaviours that are unacceptable via the school's Anti-Bullying Plan
- identification of strategies for dealing with bullying via the school's Anti-Bullying Plan
- promotion of the school's Anti-Bullying Plan throughout the school community via the school's website, assemblies and newsletter articles
- encouragement of students to inform staff when bullying occurs
- acknowledgement by staff of the seriousness of the matter and active intervention in accordance with staff responsibilities
- provision of clear information to students, parents and caregivers to outline strategies that promote appropriate behaviour and the consequences for inappropriate behaviour
- promotion of student leadership opportunities across the school
- explicit teaching for all K-6 students of stage appropriate programs which promote positive relationships and incorporate strategies to deal with bullying. For example: Positive Behaviour for Learning, Peer Support Program, Child Protection Program, Interpersonal Relationships (PDHPE) activities, development of personal and social capabilities through learning across the curriculum areas in all syllabuses
- participation by all K-6 students in Harmony Day activities
- provision to students of strategies to respond appropriately to incidents of bullying behaviour, including responsibilities as bystanders and observers
- communication of bullying incidents to parents when needed

## The Anti-Bullying Plan – NSW Department of Education and Communities

- communication to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- Anti-bullying messages are embedded within school rules and across the curriculum. They are taught explicitly in all classrooms.

## Response

Incidences of bullying are reported immediately to any teacher, Assistant Principal or Principal by students and/or parents. Any bullying incidences reported will be investigated and recorded by the Assistant Principals or Principal. Consequences for the perpetrators of clearly substantiated bullying behaviour will also be imposed as outlined in the school's behaviour code and if necessary, suspension procedures then a bullying incident is reported or observed the following procedures will apply:

### **Responding to Reported Incidence of Bullying**

- Children involved speak with Assistant Principal or Principal about the incident.
- If clearly substantiated, and depending on the nature of the incident, the students' parents will be contacted and a warning given of the consequences for further incidences.
- If it is noted that a student is repeatedly perpetrating bullying behaviours, a behaviour management plan will be developed for him/her in consultation with his/her parents to hopefully modify behaviour and reduce risk to other students.
- In the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal-subsequent consequences for this behaviour determined in line with the school's discipline policy.
- Inform other staff of the incident.
- Monitor the behaviour of the children involved.
- If aggression is repeated, the Principal will meet with the student's parents.

- If the child continues to bully, make an appointment to speak to the parent/carer. Remind them of the policy and ask for their cooperation in stopping the child from bullying other students. Develop an intensive behaviour management plan if necessary.
- If bullying behaviour does not stop, student may be suspended as per the school's behaviour code and DoE policy documents.
- Victims of bullying will have access to School Counsellor for support if the need exists or the student so requests it.

### Serious Incidents

Serious incidents of assault, threats, intimidation or harassment may be reported to the police. This is the responsibility of the Principal who will contact School Safety and Response on 1300 363 778. Parents/carers would be advised immediately of such action.

- mediation- assisting the students involved in incidents of bullying to resolve their differences and to create an awareness of the mitigating factors of the situation
- participation in social skills program
- referral to the Learning Support Team and counsellor as deemed appropriate

### Monitoring, Promotion and Evaluation of the Anti-bullying Plan

The Anti-bullying Plan will be promoted through:

- the school newsletter
- on our website
- at P&C meetings and parent meetings.

PBEL data, suspension records, referrals, records of meetings with parents/carers and students and any feedback will be used by the Learning Support Team to monitor and evaluate the effectiveness of the Anti-bullying Plan.

The Anti-bullying Plan will be reviewed every three years in consultation with staff, students, parents/carers and the school community.

### School Anti-bullying Plan – NSW Department of Education and Communities

### Additional Information

- Kids Helpline: 1800551800
- Child Wellbeing Unit: 1300480420
- Child Protection Helpline: 132 111
- Family and Community Services: 63540800

### Principal's comment

Meadowbank is committed to maintaining an environment where children feel safe, secure, positive about their learning and confident that staff is committed to their wellbeing. Positive relationships are encouraged from Kindergarten to Year 6. Such positive peer relationships are fostered in a harmonious climate where children feel free to contribute and are able to reach their full potential. The current policy has been developed to reflect the values of our community through consultation with stakeholders including students, staff and parents/carers. Our anti-bullying strategies are proactive and involve best practice.

### Plan Development Team

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**Bullying: What you need to know**

<https://antibullying.nsw.gov.au/educators/resources/catalogue-yellow/bullying-poster>

**Same Same but different**

<https://antibullying.nsw.gov.au/educators/resources/catalogue-yellow/diversity-poster>

**Bystander to Upstander:**

<https://antibullying.nsw.gov.au/educators/resources/catalogue-yellow/bystander-to-upstander-poster>