



Education &
Communities

Anti-bullying Plan

Samuel Gilbert Public School

August 2019





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.

The Samuel Gilbert Public School Antibullying Plan is collaboratively developed with students, school staff, parents, caregivers and the community and aligns cohesively to the school Wellbeing Guidelines. The plan will be evaluated in an ongoing and rigorous manner in executive meetings and amended accordingly as a working document. **Statement of purpose**

At Samuel Gilbert Public School we believe that students have the right to feel safe, happy and self-empowered in their learning environment. Every student needs to take responsibility for their learning and behaviour and has the right to expect that procedures for code of behaviour will be followed in a consistent and equitable manner.

Protection

Bullying is the intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in a relationship. Bullying can involve all forms of harassment, humiliation, domination and intimidation of others. All members of our school community are responsible for ensuring that bullying is not tolerated.

Bullying behaviour can be verbal, physical, social, psychological and cyber.

Verbal bullying involves ongoing name calling, put downs, threats, ridicule, hurtful nicknames, belittling others' abilities and achievements and making degrading comments about another's culture, religious or social background.

Our School Anti-Bullying Plan

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*.

Physical bullying is any form of repeated physical violence such as hitting, tripping, kicking, pushing, shoving or stealing or damaging the belongings of others.

Social bullying includes repeatedly being left out, ignored, spreading rumours, writing offensive notes or graffiti about others and excluding someone from your group or game.

Psychological bullying involves ongoing incidences such as when a child is stalked, given dirty looks, forcing others to act against their will or singled out for unfair treatment.

Cyber bullying involves words, images, sounds or virtual actions that occur in private or public sites.

Students can expect to know that their concern will be responded to by school staff; be provided with appropriate support; take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination and harassment.

Students have a responsibility to behave appropriately, respecting individual differences and diversity; report all bullying incidents which they are involved or witness; cooperate with staff and students to resolve incidents of bullying.

Parents can expect to know what is expected of them and others in relation to the Anti-bullying Plan; know that all students will be provided with appropriate support when bullying occurs; receive procedural fairness when decisions are made.

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Parents have a responsibility to support their children in all aspects of their learning and welfare; be aware of our school's Anti-bullying Plan and assist their children in understanding bullying behaviour; support their children to deal effectively with bullying through the strategies in this plan.

Teachers can expect to be involved in the collaborative development of the Anti-bullying Plan; receive executive support and parent support when addressing and resolving bullying behaviour; receive support in

developing teaching and learning experiences to promote anti-bullying strategies.

Teachers have a responsibility to treat all students, parents and colleagues with dignity and respect; model appropriate behaviour; be vigilant and proactive in preventing and responding to bullying; respond in an appropriate and timely manner to incidents of bullying according to the school's Anti-bullying Plan; have an awareness and understanding of related Department of Education policies.

Identifying Bullying Behaviours

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only make things worse. They also feel it is wrong to 'dob in' or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher. –**Some tell-tale signs of bullying are (but not limited to):**

- Bruises, scratches or cuts that your child cannot really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains
- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work deteriorates in quality
- Wanting extra money without giving a reason

Prevention

The following whole school strategies are in place to prevent bullying behaviour at Samuel Gilbert Public School.

- Promotion of a zero tolerance to bullying philosophy. ▪ Clear communication of the school's anti-bullying policies, plan and procedures to students and parents through information sessions, the newsletter and regular discussions.

- An active Student Representative Council (SRC) which gathers ideas, attitudes and concerns from the student community.
- Active identification and intervention for students requiring support.
- Teaching of social skills and the development of interpersonal relationships and self-esteem through units of work in PD/H/PE. Implementing a series of stage appropriate anti-bullying lessons each year.
- Emphasis on protective strategies through Child Protection lessons.
- Adherence to the school guidelines in the Wellbeing Guidelines.

Early Intervention

The following whole school strategies are in place as early intervention strategies at Samuel Gilbert Public School.

Maintaining records detailing student behavior and monitoring of students involved in bullying behaviours. Reporting mechanisms in place will be used to track student behaviour in order to ensure that students can be monitored and supported, in line with the school Wellbeing Guidelines, in cases of repeat offending.

The Learning and Support Team will provide additional support to students with a range of special needs, including social, emotional and behavioural.

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Response

A report of bullying is made when:

- Student reports that they are being bullied
- Parent reports that they believe their child is being bullied
- Student reports that they have observed bullying

Teacher Action

Teacher receives notification of bullying and completes the Sentral incident form. This is given to the Assistant Principal as soon as possible.

The Assistant Principal will contact the parents to inform them that they will be following up on the referral.

Executive Team Action

The school executive team works to resolve the bullying issue by interviewing all students involved and responding appropriately according to the school Wellbeing Guidelines. Where necessary the Principal (or a school executive delegate) will support this process and meetings involving the students and their parents will be organised. Where possible, incidents must be acted upon within one week of the report and parents informed of the action.

Follow up

The school executive team or Principal will contact the parents after one week later as well as when necessary after the issue has been resolved to review the success of the response and ascertain whether any further action needs to be taken.

Police Intervention

The school will inform and involve police for incidents involving assaults, threats, intimidation or harassment to the police.

Child Wellbeing Unit or Community Services

The school will report to the Child Wellbeing Unit for incidents involving child wellbeing at school or home.

Monitoring and Evaluation

The Anti-bullying Plan will be monitored and regularly reviewed to ensure that reporting and intervention strategies are successfully reducing the incidents of bullying at Samuel Gilbert Public School. This process should include, teachers, parents, students and other relevant staff. These monitoring strategies include:

- review of all reporting documentation and action plans with students, staff and the school community at least every three years.
- Discussion with staff in regard to classroom implementation and teaching and learning strategies
- Evaluation by parents and students are part of our annual school evaluations

- Monitoring the numbers of incidents reported and the tracking of students involved.

Additional Information

Police Youth Liaison Officer: 02 9680 5399

Senior Constable Ethan West

Kids Helpline: 1800 55 1800

As well as the school, parents are able to access external help and support using the following resources:

DoE Anti-Bullying Procedures

These procedures set out the requirements for dealing with bullying behaviour in NSW government schools. They include operational guidelines and a framework for schools to use to develop and implement an Anti-bullying Plan with specific strategies for identifying, reporting and dealing with bullying behaviours.

<http://www.schools.nsw.edu.au/studentssupport/behaviourpgrms/antibullying/index.php>

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https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/anti_bul07.pdf

Bullying No Way!

The 'Bullying No Way' website has been developed in collaboration with other government and non-government authorities from the Commonwealth, States and Territories. It showcases strategies that have

Principal's comment

Mr Greg McLaren – Principal

Ms Gilliane Appave – Deputy Principal

Ms Cathie Barclay – Deputy Principal

Mrs Eileen Tudor – Assistant Principal

Ms Daniele Botton – Assistant Principal

Ms Fiona Mahon – Assistant Principal

Mrs Garylene Neldner – Assistant Principal

proven to be successful in increasing safety and reducing bullying and harassment in schools throughout Australia. www.bullyingnoway.com.au/

Predjudice No Way!

Prejudice: No way! aims to assist students in Years K-3 develop the foundation knowledge and skills needed to counteract prejudice that is the basis of many forms of discrimination and unfair practices. The site provides teaching and learning materials for each stage of students K-3. <http://www.prejudicenoway.com.au/>

Racism No Way!

Racism: No Way! is an extensive source of information about racism and combating anti-racism education. It provides links to tools for investigating prejudice and racism in schools, teaching and learning resources K-12, activities for students and reference materials <http://www.racismnoway.com.au/>

Bullying in Schools and What to do About it

The site provides research-based information and resources about bullying behaviours and ways to deal with them. It contains helpful support on promoting bystander action. It also offers guidelines of implementing the Method of Shared Concern model of dealing with bullying with upper primary students. <http://www.kenrigby.net/>

Cybersmart

Cybersmart provides activities, resources and practical advice to help young children, teens and parents safely enjoy the online world.

Cybersmart also offers training and resources for schools and materials for library staff. Developed by the Australian Communications and Media Authority, Cybersmart is part of the Australian Government's cybersafety program. <http://www.cybersmart.gov.au/>

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School contact information

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