KINGSWOOD PUBLIC SCHOOL

Anti Bullying Policy

(revised 2011)
Kingswood Public School
Anti Bullying Plan

Related DET Policies and Documents

- Good Discipline and Effective Learning – Ministerial Statement 1996
- Developing a School Discipline Code 1996
- Student Welfare Policy 1996

Disclosure

This policy should be read in conjunction with the Kingswood Public School Student Welfare and Discipline Policy (Revised 2011)

Rationale

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying:

- devalues, isolates and frightens
- affects an individual's ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

A whole school approach, involving students, parents and staff is paramount in establishing support systems to address bullying.

A committed social response is necessary to break the cycle by implementing strategies for both prevention and intervention.

Policy Revised 2011
Statement of Purpose

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.

Students, teachers, parents, caregivers and members of the wider school community can expect:

- that students will be safe at school, free from fear of bullying, harassment and intimidation
- to be involved in the collaborative development of the school Anti Bullying Plan
- to know what is expected of them and others in relation to the Anti Bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

Definition - Bullying

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

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.
Beliefs

- All children have the right to feel safe and secure in their learning environment and schools contribute enormously to building student well-being and happiness. Bullying will not be tolerated.
- It is necessary to build resilience in students to prevent disturbing long-term effects for both the target and the bully.
- Strategies for the prevention of bullying are more powerful than those used during a time of crisis.
- Strategies for prevention and intervention should be inclusive of curriculum, playground supervision, school structure considerations and the manner in which bullying incidents are dealt with.
- Laying blame and punishing bullies is usually a short term and ineffective approach and therefore responses to bullying require collective responsibility.

Responsibilities

Students have a responsibility to

- behave appropriately, respecting individual differences and diversity
- follow the school Anti Bullying Plan
- respond to incidents of bullying according to their school Anti Bullying Plan.

Teachers have a responsibility to

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school Anti Bullying Plan.

Parents and caregivers have a responsibility to

- support their children in all aspects of their learning
- 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
- support all students of the school to deal effectively with bullying through the strategies of the Anti Bullying Plan.
Implementation

1 Curriculum
Bullying is addressed through the following:
- The relationships theme of the Interpersonal Relationships strand in the Personal Development, Health and Physical Education syllabus
- Child Protection lessons
- Bullying No Way! web site, ideas for the classroom section (refer to appendix).

Through these lessons students can:
- recognise a range of bullying behaviours
- identify the effects of bullying behaviour
- identify protective and assertive ways to deal with different types of bullying
- understand the role of bystanders
- develop smart, ethical and socially conscious online behaviour.

Students need to know that they can speak out about the bullying to teachers, friends and parents. Many activities emphasise the NO – GO – TELL strategy.

A bullying focus should be part of each stage’s Personal Development and Health program and address the outcomes and indicators for this strand. Skills may include conflict resolution, empathy training, assertiveness training, negotiation and mediation skills and problem solving. Teaching should also focus on bystander students to challenge bullying (refer to appendix). Bullying can be integrated wherever possible across all Key Learning Areas.

2 Student opportunities to voice concerns
Opportunities are provided for students to voice their concerns and formulate solutions. These may include:
- class meetings
- individual reports to a teacher by students
- student surveys (refer to appendix)

3 Early Intervention
Early intervention support is provided for students who are identified as being at risk of developing long-term difficulties with social relationships. Social skills and mental health programs will be reviewed and monitored through the Kidsmatter web site (refer to appendix). These may be implemented in classrooms or with targeted students.
4 SuperClubsPLUS
SuperClubs Plus is an anti cyber bullying program aimed at students in Stage 2 and 3. It teaches students about the importance of using the internet safely as well as fosters appropriate decision making. It is a protected social learning network where children learn, play and talk with their school friends. Together they create projects, build their personal web pages, earn their I’m Super CyberSMART badges (accredited by the federal government’s Australian Communications and Media Authority), work to get their Star Awards (five different Stars, all awarded for excellence in ICT and Cybersafety), collaborate with other children and schools worldwide, and contribute to a huge selection of events, competitions and activities.

5 Maintaining a Positive School Culture
Strategies to recognise and reinforce student achievement through a whole school merit system are documented in the Student Welfare and Discipline Policy (revised 2011).

Kingswood public School is a Positive Behaviour for Learning school. The whole school promotes and supports our three expectations of being safe, responsible and respectful learners.

Dynamic peer lead programs such as Peer Support foster the mental, social and physical wellbeing of students.

6 Community Awareness
At the beginning of each school year the School Discipline Policy and Anti-Bullying Plan will be sent home for parents or caregivers to discuss with their children. This is signed by parents on behalf of their child in recognition that all parties are aware of the responsibilities and procedures of both documents.

This information will also be addressed at the Meet the Teacher meetings, held at the beginning of the year and through the school newsletter when appropriate.

Parents and caregivers are encouraged to report to the class teacher any incidents of bullying concerning their child(ren) so that it can be dealt with in an appropriate and effective manner.

Parents and caregivers will be notified by the school if their child(ren) are involved in bullying behaviours, consistent with the School Discipline Policy.

7 Staff Awareness
Refresher session and/or review at the beginning of each school year on the School Discipline Policy and Anti Bullying Plan.
8 Playground Supervision
The role of staff in playground supervision is very important in recognising and responding to incidents of bullying. Bullying reports need to be taken seriously and dealt with promptly.

7 Monitoring and Evaluation of Plan
Ongoing monitoring of the plan will inform the need for review, but an annual review will take place as a matter of course.

Student surveys, parent and staff concerns and the frequency of bullying incidents will be the main data used to evaluate the effectiveness of the plan.

Outcomes

➢ Students will engage in responsible reporting and will take safe and sensible action as a bystander.
➢ Students will demonstrate a repertoire of self management strategies and build resilience so as to free oneself of thinking like a victim.
➢ Teachers will acknowledge that reducing bullying is a shared responsibility within and across the school.
➢ Teachers will empower students to deal with conflict in constructive ways and to develop a social conscience.
➢ Teachers will implement prevention and intervention strategies that involve the whole school.
➢ Parents, students and teachers have a shared responsibility in dealing with bullying.
Appendix 1: Definitions

Bystanders: An Important Group
Bullying involves more than the students who are bullied and those who bully. Other children have been observed to be present during most bullying incidents in the schoolyard. Bullying can continue because people who are involved do not talk about it and seek help. This includes bystanders.

What is a bystander? A bystander is someone who sees the bullying situation.

Bystanders may act in many different ways.

A bystander might:

- Watch what is going on and not get involved.
- Pretend not to see and ignore the situation.
- Choose to get involved in the bullying.
- Choose to get involved and stop the bullying
- Choose to get help.

As bystanders, children can either support bullying in the way they behave or help to stop bullying. Many children don’t know how to help or get help.
Appendix 3: Useful Websites

Bullying No Way!

www.bullyingnoway.com.au

Kidsmatter

http://www.kidsmatter.edu.au/

Appendix 4: Useful Phone Numbers

Department of Community Services (DoCS) 1800 212 936

Kids Helpline 1800 55 1800