



Education &
Communities

Anti-bullying Plan

Dudley Public School





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.

Dudley Public School Anti-bullying Plan

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

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.

The 'Tell Them from Me' survey was conducted by students and parents and as a result a fundamental area of concern was bullying, particularly the understanding of what bullying is and how to deal with it. As a result it was decided the Anti-bullying Plan needed to ensure all stake holders clearly understood the strategies for preventing, reporting and managing all forms of bullying. The Dudley School Anti-bullying Plan has been developed in consultation with parents, teachers and school executive.

Statement of purpose

Dudley Public School is committed to providing a safe and caring environment which fosters respect of others and does not tolerate bullying.

At Dudley Public we will:

- Create a culture where it is acceptable and encouraged to report incidents of bullying; *and*
- Empower students by listening to their experience and allowing them to feel that they can be in control of what happens to them at school.

Outcomes

As a result of implementing an Anti-bullying Plan, we strive to see:

- Dudley Public School providing a safe place for students to learn and play;
- The incidence of bullying behaviours being reduced;
- An increase in the willingness of students who report bullying;
- Better attendance at school;
- Better performance in school work;
- Dudley Public School Staff utilising the plan and procedures as set out in the Anti-bullying Plan;

- Dudley Public School students using strategies and procedures as set out in the plan and taught by staff in the classroom; *and*
- Parents recognising and supporting the school's Anti-bullying plan.

Protection

Dudley Public School rejects all forms of bullying. We value respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through our strong welfare programs. 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 Department staff, students, caregivers and the wider community.

What is Bullying?

Bullying is defined as repeatedly hurting another person who is less powerful – either physically or psychologically. Bullying can take many forms. We consider the following behaviour to be bullying:

- Physical – including hitting, punching, kicking, pushing, scratching, tripping, spitting, damaging, hiding or stealing belongings or throwing objects at someone.
- Verbal – the child is called names, put down, threatened, humiliated, dominated, intimidated, victimised or harassed based on gender, race, disability etc.
- Social – the child is left out, ignored, alienated, receives rude gestures.
- Psychological - eg spreading rumours, glaring, sneering, invasion of personal space, hiding or damaging possessions, writing malicious notes or graffiti, malicious SMS and email messages, inappropriate use of camera phones.
- Cyberbullying – sending negative messages about a person or persons via email, phone internet etc, including photos or diagrams.

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

Responsibilities

Teachers, students, parents, caregivers and members of the wider community have the responsibility to work together to address bullying to ensure we all have the right to feel safe and happy.

We all have a responsibility to help others feel safe and happy, treat everyone as a worthwhile person and to report bullying and bullies (in confidence if necessary).

Everyone at Dudley Public School is responsible for eliminating all forms of bullying therefore:

Teachers will:

- Act as role models of caring and tolerant behaviour.
- Listen to reports of bullying.
- Endeavour to protect the victim from further harm.
- Act to prevent the behaviour reoccurring.
- Give strategies to victims to empower them.
- Mediate between the two parties when appropriate.
- Record all reported incidents in the Playground Folder.
- Maintain a record in their class behaviour book for both bullies and those being bullied.
- Report all bullying to the Executive Team.
- Explicitly teach bullying awareness.

Students who are being bullied will be:

- Encouraged to speak to a teacher giving full details of the event.
- Encouraged to develop and speak to a network of teachers and friends.

Students who witness bullying will:

- Intervene if they can verbally stop the bullying.
- Immediately seek teacher help if they can't stop the bullying.
- Report all incidents of bullying to a teacher.
- Provide support to the person being bullied.

Parents will:

- Listen sympathetically to reports of bullying.
- Contact the school to arrange an appointment to discuss the matter.
- Work with the school to find a solution.

The School will:

- Keep records and monitor bullying incidents.
- Inform parents of any child who is involved in persistent and / or serious bullying incidents.
- Protect and support victims of bullying to eliminate the likelihood of them being bullied again.
- Work with parents of the victim to give their child strategies to avoid being bullied.
- Work with the parents of the bullying child to establish joint strategies to assist the child in making appropriate behavioural choices.
- Assist the child who is choosing to bully someone to change his/her behaviour.
- Require the child who is choosing to bully someone to take part in individual counselling with the principal, executive teacher or school counsellor should further transgressions occur.
- Remove any child who continues to bully others from the playground and or school for a required period of time should there be no change in his/her behaviour.
- Programs utilised will include buddy and peer support programs, mentoring, getting along and conflict resolution programs.

Prevention

Each week students are taught strategies to assist with getting along. As part of the You Can Do It program the following components are taught throughout the year at an age appropriate level for each class:

Self-awareness

- Attitude
- Becoming confident and accepting
- Being happy and fulfilled
- Self-motivation
- Persistence
- Resilience
- Accepting myself
- Taking risks
- Being independent

Social awareness

- Relationship with others/getting along
- Being tolerant of others

Self-management

- Setting goals
- Time management
- General studying techniques
- Exam techniques

Relationship skills

- Getting along with others

Responsible decision-making

- Playing by the rules

Early Intervention

Students start school in Kindergarten with a Year 6 buddy who is responsible for helping them settle into school life, make friends and guiding them.

Playground Champions are evident in the playground as a 'go to' person if the teacher is already dealing with a matter or if the matter is minor. Playground Champions are Year 5 and 6 students who are taught how to assist students to resolve conflict in the playground.

Identification and support for children who are identified as being at risk is part of the role of the Learning Support Team and is dealt with on an individual basis, albeit with the counsellor or through small social skills groups.

Consequences

Students are aware that if they bully someone one or more of the following will occur:

- They will talk to teachers or the Principal about their behaviour
- Their parents will be informed
- They may be removed from the classroom/playground
- They may lose privileges, such as participating in special activities, representing the school etc.
- They will need to offer apologies
- They may lose their own time
- They may be suspended
- They will need to show that they are able to treat others properly before their privileges are restored.
- Bullies and victims are offered support and counseling.

Response

Students will know that they can control what happens. They will not retaliate by using bullying and will try not to show fear, as the bully is no longer rewarded and the bullying may stop.

Students will be proactive and need to decide what action to take:

Step 1: Ignore it. Show that it does not upset you. The bully is then not rewarded and the bullying may stop.

If it does not stop:

Step 2: Talk to the person bullying you. Tell her or him to stop.

If it still does not stop:

Step 3: Talk it over openly with trusted adults (ie class teacher or parent). They can help you decide what to do.

If the bullying still does not stop:

Step 4: Talk to the Principal. Allow him/her to take the action they see as necessary. If you are anxious regarding this step ask a parent or teacher to do this for you.

Students who are not being bullied but are aware of others who are will be encouraged to report it, to protect those that are being bullied and so that the bully can be helped too.

The Anti-bullying Plan is available on the school's website. The effectiveness of the plan will be reviewed annual through the Annual School Report using school surveys, feedback, record of incidents and observations.

Additional Information

- You Can Do It: <http://www.asg.com.au/you-can-do-it-education/you-can-do-it-home>
- Cybersmart School Gateway: <https://www.digitalllicence.com.au/>
- Bullying No Way: <http://www.bullyingnoway.gov.au/>
- Racism No Way: <http://www.racismnoway.com.au/>
- National Centre Against Bullying: <https://www.ncab.org.au/>
- Kids Help Line: <https://kidshelpline.com.au/>
- Kids Matter: <https://www.kidsmatter.edu.au/>

Principal's comment

This Plan has been developed and revised through consultation with a number of key stakeholders in our community. The Anti-bullying Plan is regularly attended to and all comments are welcome. We aim to make the Plan easily understood and also to provide websites that teachers, parents and children can access to give further clarification. Please do not hesitate to ask for help if you are unsure of how to report or support a child you believe is being bullied. Early intervention is often the key to a successful resolution. In addition to this Plan we have established an Anti-bullying Strategy.

Committee Members

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