



EMU HEIGHTS PUBLIC SCHOOL

Anti-Bullying Policy

November 2017

Anti-bullying Plan

Emu Heights Public School November 2017





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.

Representation

Teachers and Executive staff have reviewed this plan which was ratified by the P&C at the November 2017 meeting. All teaching and non-teaching staff have been provided with a copy of this plan, which parents can also access from the school website. Evaluation and review of this plan will occur on a yearly basis.

Statement of purpose

At Emu Heights Public School, we are committed to:

- ❖ fostering within our students a sense of global citizenship, social responsibility, strong leadership and personal resilience.
- ❖ providing a safe, supportive and respectful learning environment that promotes and values student welfare and wellbeing;
- ❖ fairness, equality and lifelong learning;
- ❖ encouraging the active participation of all school community members in maintaining a safe school where diversity is valued.
- ❖ working in partnership within and beyond our community

We believe in inspiring life-long learners, critical thinkers and innovative problem solvers within a 21st Century context through providing a quality, future focused education which enables students to become self-directed,

lifelong learners who can create a positive future for themselves and the wider community.

We believe that all members of the school community are entitled to experience a safe environment where students are free to play, learn, express themselves and experience positive relationships with all members of the school community.

Staff, students, parents, caregivers and members of the wider school community have a shared responsibility to implement this antibullying plan as they show respect and tolerance for differences and diversity and behave as responsible individuals.

Protection

Bullying, in all its forms, has no place at Emu Heights Public School.

Emu Heights Public School is committed to providing a safe, caring environment which fosters respect for others. All people entering the school have a right to feel respected and free to express themselves without fear of harassment. This applies to all students, employees, parents, caregivers and community members.

It is the responsibility of every member of the school community to be proactive in ensuring that bullying is not tolerated.

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

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.

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.

Schools have a responsibility to:

- ❖ develop an Anti-Bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- ❖ inform students, parents, caregivers and the community about the School Discipline Code and Anti-Bullying Plan
- ❖ provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- ❖ provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour
- ❖ communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- ❖ follow up complaints of bullying and cyber-bullying

Bullying is intentional, repeated physical, social or psychological behaviour by an individual or group of individuals that involves the misuse of power and causes distress, hurt or undue pressure

It is characterised by deliberate, repetitive attempts to make someone feel uncomfortable or unhappy. It is usually a conscious desire to hurt,

threaten or intimidate someone. This may be done physically, verbally, socially/emotionally or psychologically and involves misuse of power. The school community also recognises that bullying can occur via electronic means such as through social media sites, emails and SMS messages.

Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

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

Emu Heights Public School rejects all forms of bullying. Bullying is an anti-social behaviour. Any inappropriate behaviour that interrupts teaching and learning and interferes with the well-being of students will not be accepted. This includes but is not limited to:

Physical

- ❖ Hitting, punching
- ❖ Pushing, shoving
- ❖ Kicking / intentional tripping
- ❖ Scratching
- ❖ Throwing objects
- ❖ Spitting at others
- ❖ Physically intimidating others
- ❖ Unwanted touching

Verbal

- ❖ Name calling
- ❖ Threats
- ❖ Put downs
- ❖ Teasing
- ❖ Ridiculing (making fun of) another person
- ❖ Sarcasm
- ❖ Abuse

Social/Emotional

- ❖ Ignoring

- ❖ Exclusion from a group or game / alienating
- ❖ Ostracising,
- ❖ Dirty looks
- ❖ Sending hurtful notes
- ❖ Singling out others for unfair treatment (picking on another person)
- ❖ Spreading rumours about another person
- ❖ Inappropriate gestures

Psychological

- ❖ Any form of discrimination
- ❖ Taking, damaging, hiding or destroying another person's property
- ❖ Taking canteen money
- ❖ Ridicule directed towards the family members of another person
- ❖ Malicious SMS, email and social network messages, inappropriate use of camera phones.

Cyberbullying

- ❖ Sending abusive SMS (text) and picture messages or emails
- ❖ Sharing unflattering or private images
- ❖ Posting unkind or inappropriate messages or images on social networking, chat sites or blogs
- ❖ Excluding individuals from online chats or other communication
- ❖ Including others in online chats or other communication to ridicule or embarrass
- ❖ Assuming the identity of another person online and representing them in a negative way
- ❖ Stealing passwords

Bullying and Cyber-bullying are not the same as conflict. Bullying is a deliberate behaviour where one or more students set out to be unkind, hurtful, cruel or mean to another student or group. Bullying can also include "bystander" behaviour where students support the bully rather than help the victim.

Harassment, discrimination and homophobia are all forms of bullying. Students are expected to accept that others are different from them and that discrimination or harassment based on disability, race, gender,

The Anti-Bullying Plan – NSW Department of Education

sexuality, socio economic status, physical appearance or religion is behaviour that is not acceptable. Students should advise their teachers, Assistant Principals or the Principal if they experience or witness harassment and discrimination.

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

Students, teachers, parents, caregivers and members of Emu Heights Public School wider community can expect:

- ❖ to be involved in the collaborative development of the school anti-bullying plan and support it through words and actions.
- ❖ 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.
- ❖ that students, teachers, parents, caregivers and members of our community have a responsibility to promote positive relationships that respect and accept individual differences and diversity within the whole school community.
- ❖ to actively work together to resolve incidents of bullying behaviour when they occur.
- ❖ that each group within the school community has a specific role in preventing and responding to bullying.

Emu Heights Public School promotes Positive Behaviour for Learning (PBL). The school has developed expectations to ensure students understand what is required of them to follow the school rules of being a:

- Safe
- respectful
- Learner

Students, parents, teachers, staff and the wider school community are encouraged to be proactive in dealing with bullying.

Strategies for dealing with bullying are linked to the Student Wellbeing

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Policy and Procedures document and encompass a range of options available to deal with unacceptable behaviours. Such strategies include detention, suspension and expulsion.

Prevention

Emu Heights Public School implements a variety of strategies and programs for bullying prevention. Information is provided to students and the school community, including a definition of bullying, examples of bullying behaviours and a copy of this anti-bullying plan. We share our expectation that preventing bullying is a school wide responsibility and, as part of our school Student Wellbeing Policy and Procedures we provide support and assistance to those affected by bullying.

At Emu Heights Public School, we support students through:

- ❖ professional learning for staff to all forms of bullying including cyber-bullying.
- ❖ educating the school community about the seriousness of bullying, its impact on those being bullied and how this behaviour is unacceptable.
- ❖ PBL lessons and school rules. revised in terms 1 & 3 a at a whole school level.
- ❖ creating positive classroom climates and embedding anti-bullying practices by holding high expectations of student behaviour and interactions in the classroom and playground.
- ❖ a consistent teacher approach in response to bullying and embedded anti-bullying messages in teaching and learning opportunities k – 6.

Providing programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving including:

- each curriculum area is embedded with anti-bullying messages from k-6. these include, for example, teacher explanations of taking turns, talking respectfully and knowing how to respond when winning or losing in games. this occurs in every curriculum area when teaching and learning opportunities provide a springboard for anti-bullying messages.
- child protection program (k-6).
- cyber safety lessons in ICT
- social skills program as part of PDHPE lessons.
- peer support program where Stage 3 students are trained to deliver lessons to small groups of students k-6 which includes education for “bystanders” so they can help possible victims.
- drug education program and life education sessions.
- human sexuality program for year 5 and year 6.
- antibullying performances
- transition programs for those entering kindergarten and year 7

Other initiatives include:

- ❖ Behaviour management strategies embedded into orange slip and Red Book Procedures.
- ❖ A Buddy bench to support social interactions (K-2, 3-6).
- ❖ Every child knows a teacher that they can go to for help
- ❖ Teacher led student conferencing.
- ❖ An active Learning Support Team
- ❖ School Counsellor referrals
- ❖ Library at lunch times for cooperative games
- ❖ Developing positive student leadership roles.
- ❖ Student Representative Council (SRC) acting as role models.
- ❖ Mobile phone policy – Off and Out of Sight.
- ❖ EHPS computer and internet access contract.

Early Intervention

Emu Heights Public School regularly monitors behaviour to identify students at risk of bullying or at risk of long-term difficulties with social relationships and those displaying bullying behaviour. Staff and students are encouraged and expected to report any bullying concerns as soon as possible to teachers, Assistant Principals or the Principal.

Examples of early intervention strategies include:

- ❖ Enrolment interviews and liaison with previous schools to ascertain if the student:
 - Has previously experienced bullying
 - Is at risk of developing long-term difficulties with social relationships
 - Has been identified as engaging in bullying behaviour

Classroom teachers are primarily responsible for educating and reinforcing the school's preventative measures.

- ❖ Teachers are responsible for implementing the programs, as stated in the Prevention section. These programs will be evaluated and modified, if needed, on a yearly basis. Teachers will seek support from school executive if required.
- ❖ Once an incident is identified as bullying it will become a priority and will be fully investigated and documented and will follow the procedures stated in the school's Anti-Bullying Plan and Discipline Policy.
- ❖ Staff respond as soon as practically possible to all reports of bullying

When made aware of serious bullying behaviour, staff will promptly:

- notify the stage supervisor (Assistant Principal) or a member of the executive staff.
- follow the PBL Behaviour Management Flowchart.
- follow the EHPS Anti-bullying plan.

Other early interventions include:

- ❖ weekly focus on school rules. Revised in Terms 1 & 3 a at a whole school level.
- ❖ PBL Matrix of expected behaviours in all settings for Safe, Respectful Learners.
- ❖ PBL lessons and small group activities to develop social skills

- ❖ Peer Support program to promote awareness and provide assertiveness training.
- ❖ regular communication with families about concerns and issues through phone calls, Communication Books and meetings
- ❖ monitoring of behaviours of concern by the Learning Support Team
- ❖ social stories those students identified by the LST as at risk with their behaviour.
- ❖ establishing effective links with preschools and high schools to share relevant information about transitioning students
- ❖ students can nominate a 'safe' person at school (Staff member).
- ❖ discussions with all members of the school community to explain their individual roles and responsibilities in managing behaviour Parent education on what constitutes bullying
- ❖ providing parents and carers with approaches to reinforce the antibullying strategies implemented at school.

Strategies for Students

Students are encouraged to try these strategies:

- ❖ Look directly at the person attempting to bully you.
- ❖ Speak in a firm, clear voice and say loudly, "Stop that, I don't like it".
- ❖ Walk away where possible. Remove yourself from the situation, e.g. go to get a drink.
- ❖ Try to ignore them or pretend you didn't hear the comment.
- ❖ Find a friend or play with other children.
- ❖ Don't fight back physically or verbally.
- ❖ Try not to show that you are upset.
- ❖ Report the incident to the teacher on duty, a trusted adult, a 'safe' person or the if not at school a parent or the police.

Response

Emu Heights Public School's Discipline Policy outlines appropriate procedures relating to consequences of inappropriate behaviour. Possible consequences may include:

- ❖ **One off incidents** of inappropriate behaviour are dealt with by the class or playground teachers as they arise and may include:
 - ❖ Warning.
 - ❖ Time out from the classroom or playground.
 - ❖ The issue of an orange slip.
 - ❖ Playground behaviour monitoring.
 - ❖ Parental contact.
 - ❖ Referral to the school counsellor.
- ❖ Detention with a member of executive staff via RED Book Procedures / Orange slip procedures. - A Red Book (detention book) is maintained by the assigned teacher and monitored for potential bullying incidents which will be reported to the relevant Assistant Principal.

Students who have 3 orange slips will be referred to the teacher coordinating RED book who will inform the relevant Assistant Principal and contact parents.

Emu Heights Public School will empower the school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders by:

- ❖ having clear procedures for staff, students, parents and carers to identify, deal with and report incidents of bullying
- ❖ explicit teaching of bystander behaviours

If the inappropriate behaviours are repeated, whether they are physical, verbal, social/emotional, psychological or involve cyber bullying, other strategies will be employed.

Consequences for incidences of bullying will follow the Discipline Policy. If bullying behaviour has been established the consequences may include:

- Immediate detention by Assistant Principals when bullying becomes known to be occurring
- Parents notified by telephone or letter
- If bullying continues, interview with Assistant Principal and/or Principal, students and parents
- Referral to School Counsellor
- Loss of involvement in school functions or representations e.g. sport, choir, excursions
- Short suspension from Emu Heights Public School
- Long suspension from Emu heights Public School

Procedures for reporting bullying

Issues deemed to be bullying by teachers and those reported by community members, victims or witnesses will be documented with witness statements if possible, and referred to the relevant Assistant Principal.

The Assistant Principal will:

- ❖ Promptly investigate any reported or identified incident of bullying and if the behavior was bullying then the school's anti-bullying plan will be followed.
- ❖ The student or students accused of bullying will be given the opportunity to describe and explain their behaviours.
- ❖ Any student involved in bullying behavior is referred to the student code of conduct.
- ❖ Implement consequences in line with the school's discipline policy, and where necessary refer to the Principal who will consider implementing DEC Suspension and Expulsion Procedures when required.
- ❖ Parents will be contacted and ongoing monitoring will occur. The school will provide feedback to families with the outcomes of actions while maintaining the privacy of other parties concerned.

- ❖ Where deemed necessary students will be referred to the LST. Planned interventions that are discussed and endorsed by the LST team will be followed up in subsequent LST team meetings. Strategies may include risk assessments for identified students. Appropriate programs and plans involving combinations of interventions will be discussed at a stage/department level where appropriate.
- ❖ bullying or cyber bullying that appears to involve criminal behaviour such as violence, inciting violence threats, intimidation or harassment will ordinarily be reported to the police, School Safety Response Unit Hotline 1300363778 The Incident and Report Hotline may be accessed for further advice and guidance on 1800811523.
- ❖ the Principal will contact the Child Wellbeing Unit or Family and Community Services or the Police Community Liaison Officer where appropriate. This information will then be forwarded to the Senior Education Director
- ❖ in serious acts of bullying the bully will be given strategies to change bullying behaviours.
- ❖ the ongoing behaviour of any student involved, or potentially involved, in any incident of bullying is more closely monitored.
- ❖ recommendations for psychological treatment beyond the scope of school staff will result in referral to the school counsellor and outside agencies and services.
- ❖ staff are made aware of incidents at staff meetings.
- ❖ victims of bullying will be monitored and supported by their class teacher, stage supervisor and/or counsellor, as required and will be given strategies to build self-esteem and resilience. Students should also be made aware that they can contact the police or Kids Helpline directly if they feel threatened, intimidated or harassed.

The school will provide families with information about the Department's appeal procedures and Complaints Handling Policy at

www.det.edu.au/policies/general_man/camplains/resp_sugg/i mplementation_1_PD20020051.shtml

Parents/care givers of bullies and victims of bullying will be updated as often as practicable, within the bounds of privacy legislation, regarding the welfare of the student and the effectiveness of strategies.

Reporting to Community

The Emu Heights Public School Anti-Bullying Plan will be able to be accessed on the school's website and will be promoted through the newsletter, where opportunity for comment will be invited. Staff and the P & C will also be involved in the consultation process.

The school will monitor and evaluate the effectiveness of its Anti-Bullying Plan by:

- ❖ the school will identify patterns of bullying behaviours through the collection and analysis of PBL data each term and annual evaluation and planning processes which are shared with the school community.
- ❖ the Tell Them from Me Survey implemented twice a year with students from years 4-6 will also be used to analyse data on bullying.
- ❖ revising the plan annually and providing training and development to staff as needed.
- ❖ presenting the plan to the school community at P & C. Reviewing the plan yearly and making appropriate alterations.

The plan will be regularly reviewed and evaluated once each year by staff and school community members through meetings and information gained by via surveys, staff meetings and executive meetings. Students and parents/carers and the wider school community will be encouraged to participate in the review. The effectiveness of the Anti-bullying plan will be reported annually in the Annual School Report.

Additional Information

Resources / Services that will be utilised to support our implementation of Student Welfare may include:

Emu Heights PS Discipline Policy

Emu Heights PS Student Welfare Policy

Child Wellbeing Unit / Community Services

Rules and Guidelines for Internet and E-mail Use – school policy

Legal Issue Bulletin No.42 DET Legal Directorate

A Fair Go for All (DET 1996)

Anti-racism Policy

Complaints Handling Policy

Kids Helpline ☎1800 55 1800 www.kidshelpline.com.au	Reach out www.reachout.com.au
Parent Line :☎1300 1300 52 www.parentline.org.au	A-Z School's website www.schoolatoz.com.au
Bullying. No Way! www.bullyingnoway.gov.au	Cybersmart Website www.cybersmart.gov.au
Police Youth Liaison Officer (YLO) Snr Const Tracey Gallen ☎47219363	Mindmatters http://www.mindmatters.edu.au/default.asp

Principal's comment

Emu Heights Public School will strive to provide, for all members of the school community, a safe and supportive environment which is free from all forms of bullying. This plan was developed collaboratively to provide plans and processes which will enable us to identify, manage and minimize instances of bullying within our school. This plan is endorsed by, and has the full and ongoing support of, teaching staff, parents and community members.

Plan Development team

This Anti-Bullying Plan was reviewed in November 2017 by:

Mrs K Rooney – Relieving Principal

Mrs V Crilley – Relieving Assistant Principal

Mrs H Fawkes – Relieving Assistant Principal

Mrs J Gillon – Relieving Assistant Principal

Mrs B. Guymer – PBL Leader

Mrs L. Gaynor – Teacher (LAST)

Mrs S Ryman – Teacher (LAST)

School contact information

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

Managing Student Conflict

Conflict occurs in school just as it does in the communities that the schools serve. Glenmore Park High School utilises a range of procedures designed to prevent conflict from occurring and to manage or to resolve conflicts as they become apparent. Positive relationships are supported through various strategies including: Year Meetings, Anti-bullying programs, Peer Support and Positive Behaviour for learning initiatives.



