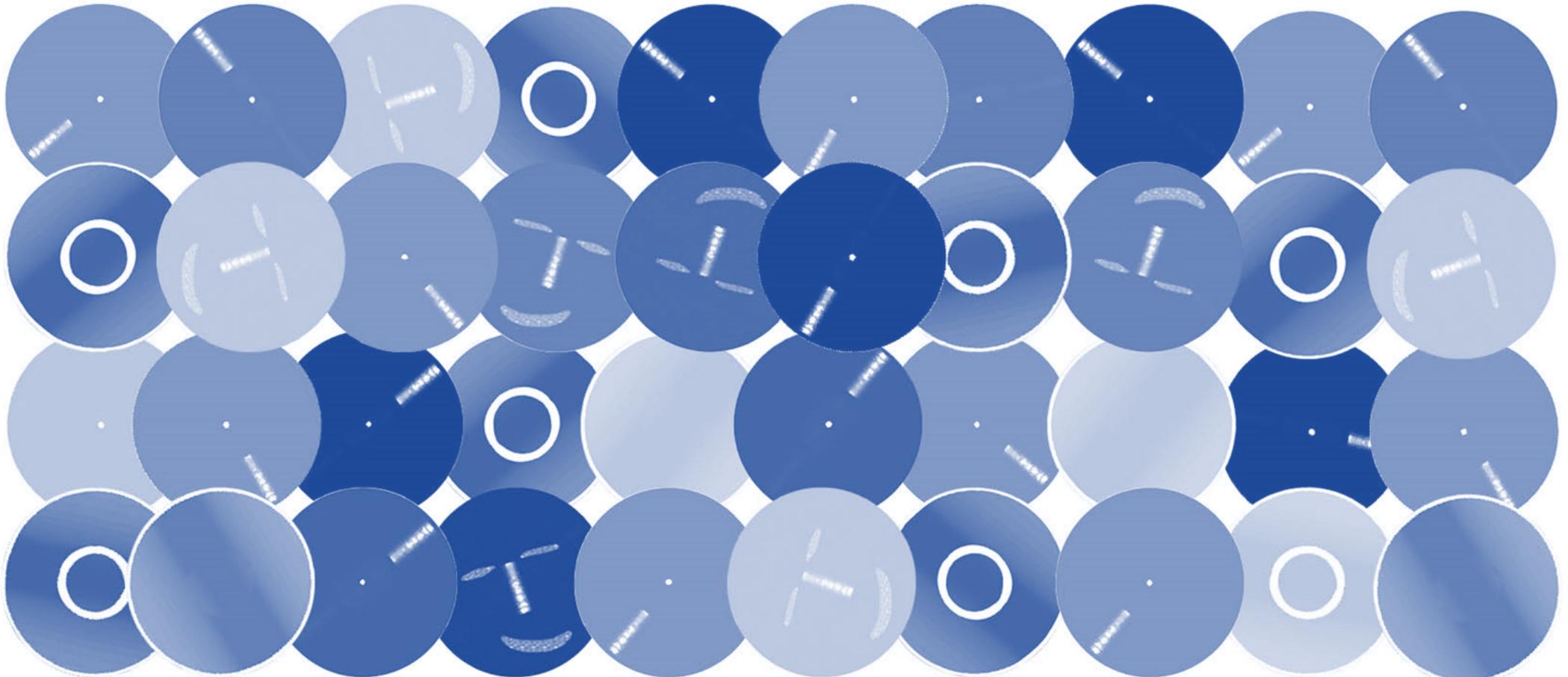




Education

Anti-bullying Plan

Floraville Public School – 2021 [update – DRAFT]





Bullying:

Preventing and Responding to Student Bullying in Schools Policy [2017]

The NSW Department of Education

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* [2011, 2017 review] of the New South Wales Department of Education.

This plan will be presented to staff and parents in an updated form so that all views can be considered before issuing a final plan. An ongoing process of evaluation will continue to involve all parties.

<p><u>REVISION</u></p>	<ul style="list-style-type: none"> ▪ Wellbeing team to review and update FPS 2018 Anti-bullying Plan. ▪ Wellbeing team to review and update FPS PD/H/PE scope and sequence [based on DoE Anti-bullying guidelines], to include a more explicit focus on Anti-bullying and resilience. ▪ P & C to review updated plan. ▪ Parents to be informed via the 'Bulletin' and invited to comment via the parent 'Tell Them From Me' [TTFM] survey. ▪ Revised plan to be finalised by staff and P & C.
<p><u>IMPLEMENTATION</u></p>	<ul style="list-style-type: none"> ▪ Implementation will be a whole school responsibility. ▪ Embedded in classroom teaching and learning programs. ▪ Plan included in new student enrolment package. ▪ Parents to be informed of the updated plan via the 'Bulletin' and directed to the school's website to access the plan.
<p><u>EVALUATION</u></p>	<ul style="list-style-type: none"> ▪ The FPS Anti-bullying Plan will be evaluated and reviewed annually to include DoE updates. ▪ An annual TTFM survey, which encompasses a variety of aspects on bullying, will be distributed to staff, students and parents for completion. ▪ The results of this survey will be used to determine school best practice for the coming year. ▪ Results and strategies will be communicated to the P & C, included in the 'Bulletin' and published in the

	<p>Annual Report [AR] available to all parents via the school's website.</p>
<p><u>REVIEW</u></p>	<ul style="list-style-type: none"> ▪ The Anti-bullying Plan will be formally reviewed as part of Strategic Direction 3: Learning Culture and Wellbeing evaluation process.

Statement of Purpose

Floraville Public School has an inclusive environment, where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet their needs in a secure, reverential and supportive school environment. The welfare of our students is at the core of our Program Achieve 'pencil' initiative and is deeply embedded into school policies, programs and practices.

Unfortunately, schools exist in a society where intimidation and harassment occur. At Floraville Public School bullying is taken seriously and is not acceptable in any form. Our students have the right to expect that they will spend the school day in a safe, happy environment free from the fear of bullying, harassment and intimidation. As a school community we have a shared responsibility to uphold such an environment.

Protection

Protection refers to those factors that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences. Strategies include:

- developing a shared understanding of bullying behaviour that captures all forms of bullying including online bullying;
- developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour; and
- maintaining a positive school culture of respectful relationships where bullying is less likely to occur.

Teachers, students, parents, caregivers and members of the wider Floraville school community have a responsibility to work together to address bullying.

Definition of 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** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting;
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures; or
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious digital [SMS, email, images] or cyber taunts [posting on social media, sharing inappropriate material].

Roles and Responsibilities

Students, teachers, parents, caregivers and members of the wider Floraville school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community;
- contribute to the development of the Anti-bullying Plan and support it through words and actions;
- actively work together to resolve incidents of bullying behaviour when they occur; and
- build resilience in students to deal with difficult or challenging situations.

Students can expect to:

- know that their concerns will be responded to by school staff;
- be provided with appropriate support [for both the victims of and those responsible for the behaviour]; and
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying

and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabus and the Program Achieve initiative.

Students have a responsibility to:

- report a concern to school staff member [a familiar person of trust];
- behave appropriately, respecting individual differences and diversity;
- follow the school Anti-bullying Plan; and
- respond to incidents of bullying [bystander behaviour] according to the school's Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- understand what bullying behaviour is;
- support their children [and other community members] in all aspects of their social / emotional learning;
- be aware of the school Anti-bullying Plan; and
- respond appropriately to incidents of bullying [including cyberbullying] with effective and positive responses, and in accordance with the school's Anti-bullying Plan.

Teachers have a responsibility to:

- respect and support students in all aspects of their social / emotional learning;
- model appropriate behaviour always;
- teach anti-bullying and bystander bullying lessons annually; and
- respond in an appropriate and timely manner to incidents of bullying according to the school's Anti-bullying Plan.

The Principal and school executive team have a responsibility to:

- respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan;
- lead the development, implementation and evaluation of the Anti-bullying Plan; and
- ensure the plan is readily accessible to all members of the school community.

Four Point Plan

Floraville Public School has developed a four-point plan to combat bullying, which includes:

1. Prevention
2. Early Intervention
3. Intervention / Response
4. Post Intervention

Prevention

Prevention begins with the maintenance of a positive school climate that acknowledges and promotes the fact that bullying is and will not be tolerated within our school community.

This will be achieved by:

- an assurance that students know and understand what behaviour is acceptable within our school [Student Welfare and Discipline Policy];
- an understanding [by students, parents and staff] that bullying is intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It is not an isolated incident;
- highly visible posters in classrooms that identify what bullying is, the different types of bullying and strategies for dealing with bullying when it occurs;
- K-6 lessons that focus on the forms of bullying and how to deal with issues when they arise;
- teaching students the key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment;
- a continued focus on promoting positive behaviour and values through the Program Achieve initiative. Encouraging resilience, life skills, social skills, assertiveness, conflict resolution and communication skills;
- learning about Bystander behaviour and discussing implications of such behaviour;
- students feeling comfortable to report playground concerns to the teacher on duty or refer to the teacher in 'The Sharpener' [to be renamed];

- community awareness and input relating to Anti-bullying, its characteristics and the school's programs and response e.g. bulletins, information sessions, TTFM surveys;
- professional development for all staff in relation to bullying and the strategies to counteract it;
- staff commitment to being alert and observant for acts of bullying in the classroom or playground and dealing with incidents as they occur; and
- school commitment to providing awareness and acting through being a registered National Day of Action against Bullying and Violence [NDA] school, with prosed "special days" planned.

Early Intervention

The school will implement strategies for students who are identified as being at risk of developing long term difficulties with social relationships and those students who identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviours.

Such strategies include:

- parent disclosure at the time of enrolment. The Principal will enquire for information about the student's additional learning needs;
- the student's previous school will be contacted prior to enrolment and requested to identify any areas where the child may require support;
- the Learning Support Team will assist in the identification of students either at risk of being bullied or at risk engaging in bullying type behaviours;
- social skills groups and Learning and Support programs may be accessed;
- Kinder Orientation Programs will inform parents of school policy and procedures; and
- the School Counsellor and Educational Services may be accessed for advice by staff or by parent nomination.

Any student[s] of concern are discussed at Learning and Support Team meetings as well as Executive meetings. Staff may be made aware of situations [depending on procedures and/or confidentiality level] via email, at weekly whole staff communication meetings and/or recorded on the Sentral system. Subsequent plans to prevent and/or deal with instances of bullying are identified and relevant personnel are included for required intervention and response.

Intervention / Response

All stakeholders expect that complaints of bullying, harassment and intimidation are followed up quickly and efficiently.

Reporting

By students

Report acts of bullying [towards themselves or others] to class teacher, playground duty teacher, School Learning Support Officer, executive member or Principal. All students must be assured that they are safe and that only by speaking up can the behaviours be stopped.

By parents and caregivers

Notify a teacher, executive or Principal of acts of bullying that were reported or witnessed by themselves or their children. Any concerns should be raised directly with school personnel. Be mindful that posting incidents on social media is unhelpful and often inflames the situation, before an investigation has taken place.

By teachers

Notify the executive or Principal of acts of bullying that were reported or witnessed.

Investigating

All reported incidents of bullying will be investigated within 24 hours of notification. A formal record of the investigation will be taken and a copy will be kept on file.

Once bullying is identified the school will:

- 1. Interview all parties involved [the offender, the victim and any witnesses] and document details.**
- 2. Notify parents of the incident [depending on the outcome and severity]. This will be by direct phone call.**
- 3. Consideration as to why the bullying occurred [e.g. 'the bigger picture' or contributing factors].**
- 4. Both offender and victim to be offered assistance and support.**

- 5. The executive will follow the school's Student Welfare and Discipline Policy and DoE policy with regard to the consequences for bullying behaviours.**
- 6. If required, develop behaviour support programs, seeking the advice of the Learning and Support Team, School Counsellor or other Education Services.**
- 7. If the behaviour persists, a meeting of relevant persons will be convened. This meeting may involve some or all of the following: Principal, Deputy Principal, Stage Supervisor, Classroom Teacher, Learning Support Team members, School Counsellor, Education Services, parents and students. All issues relevant to the behaviour of the student[s] will be considered.**

For serious bullying behaviours, the DoE Incident Support and Report Hotline [1800 811 523] will be called and the local Director. Such instances are those in which physical injury necessitating medical treatment has been necessary or where student/staff safety may be compromised. The WHS Directorate should also be notified. In the most serious of cases, the school will call the police.

Where a student's wellbeing is a concern staff/parents/community member should raise their concerns with the Principal. The Principal will then apply the Mandatory Reporter Guide to the situation before calling the Child Wellbeing Unit [02 9269 9400], if required.

The school will contact the Director and DoE Media Unit for any instances in which media involvement may be likely to occur. A Serious Incident Notification will be communicated to the Director for serious instances of bullying.

Post Intervention

If a situation remains unresolved there are avenues for feedback or complaint. Complaints, suggestions and other feedback help staff to meet expectations, remedy problems and improve situations. The concerns of the school are also important.

Procedures to enable concerns to be dealt with quickly and fairly are part of sound management practice. They help to improve communication, trust, motivation and productivity.

Floraville Public School endeavours to promote behaviours and understandings that lead to a climate where students feel safe from the threat of bullying. To identify patterns of behaviour that may be of concern and need to be addressed, the school uses documentation recorded on Sentral. This documentation is analysed by the executive team and where necessary, system changes are made or small groups are targeted for support.

A strategy to be used by students who are being bullied

The student should be encouraged to:

Take a STAND

Stay calm

Try to ignore

Ask them to stop

Never fight

Detail to a teacher

Advice to be given to students who know someone else is being bullied [bystander]

Students are made aware that witnesses to bullying have a very powerful role to play. Early intervention can defuse conflict situations before bullying sets in or becomes out of hand.

The bystander student should be encouraged to:

- if possible intervene as the bullying occurs by telling the offender to stop;
- refuse to join in with the bullying;
- support the student who is being bullied; and
- tell an adult if you are concerned about the bullying – it is your right and responsibility to report.

Professional Learning

For teachers and other school staff:

- Staff will be made aware of current policies and procedures relating to bullying. All staff will receive an annual update on DoE Anti-bullying policies and procedures.
- Staff meetings, communication meetings and Learning Support Team meetings will be used for this purpose on a needs basis. New staff will be provided with access to school policies.
- New resources from DoE will be made available to staff.
- Online DoE resources will be accessed and linked to the school website.
- All staff will have the opportunity to participate in professional learning updates when necessary.
- Each year staff will review annual TTFM survey data around bullying and determine appropriate strategies.

Additional Information

Useful telephone contacts:

Department of Education – 4088 3550

Incident Support and Report Hotline – 1800 811 523

Child Wellbeing Unit - 02 9269 9400

Belmont Police Station – 4922 8899

Police Youth Liaison Officer – 4922 8834

Kids Helpline – 1800 551 800

Useful websites:

DoE:

<https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/studiscipline/index.htm>

Kidsmatter: www.kidsmatter.edu.au/

Cybersmart: www.cybersmart.gov.au/

National Coalition Against Bullying: www.ncab.org.au/

Bullying. No Way!: www.bullyingnoway.gov.au

Principal's Comment

I hereby certify that this document has been developed in consultation with the staff and was presented to the P&C of Floraville Public School. The success of Anti-bullying strategies will be gauged through annual TTFM surveys of staff, parents and students. The content will be reviewed every school plan cycle as part of the school's strategic planning. The Floraville Public School community operates under a 'zero tolerance' for bullying.

Jen White
Acting Principal

8 June 2021

Wellbeing Team

Jenny Barclay – Relieving Deputy Principal

Gabrielle Thacker – Learning and Support Teacher

Robyn Morgan – School Counsellor

Gillian Neat – Classroom Teacher [ES1]

Shanon McSweeney – Classroom Teacher [ES1/S1]

Jodie Smith – Classroom Teacher [S1]

Aaron McSweeney – Classroom Teacher [S2]

Liz Lindsay – Classroom Teacher [S3]

Nathan Faulkner – Classroom Teacher [S3]

School Contact Information

Floraville Public School

78 Floraville Road, Floraville. NSW 2280

Ph: 49 454845

Fax: 49 477669

Email: floraville-p.school@det.nsw.edu.au

Web: <http://www.floraville-p.schools.nsw.edu.au/>

Anti-bullying Plan: NSW Department of Education: Floraville Public School 2021

NSW Anti-bullying – Parents and Carers: Further Information

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/nsw-anti-bullying/parents-and-carers>