Windsor Public School

Anti-Bullying Policy

Reviewed: 2023

Incorporating the DoE policy
'Bullying: Preventing and Responding to Student Bullying in Schools Policy'

This policy applies to all student bullying behaviour, including cyberbullying that occurs in NSW government schools and preschools, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

DoE policy statement

'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.'

NSW EDUCATION CORE RULES

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated

Policy statement

- The department rejects all forms of bullying behaviour including online (or cyber) bullying.

- NSW public schools work to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

- The department's Behaviour Code for Students (PDF 82.5 KB) requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

- Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the Student Behaviour policy.

- School staff need to encourage high levels of parental and community involvement in the

- school to improve student attendance, engagement, learning and behaviour.

- Each school must complete and implement the Anti-bullying plan (PDF 1223.4 KB). The template is provided for schools that wish to use it. A school can develop their own document as long as it includes the information that the anti-bullying plan requires, as a minimum.

- Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

- Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.

- Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property or stalking.

- The NSW anti-bullying website supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify and respond effectively to student bullying behaviour, where it does occur.

- Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.

- Teachers and other school staff are provided with support and professional development to discourage, prevent, identify and respond to student bullying behaviour.

- Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal, head teacher) at the school will address the reported bullying in a timely manner.

- If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution.

- If the student, parent or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the learning and wellbeing advisor or officer at the local departmental office. If the matter is then still not resolved they can contact the Director, Educational Leadership, at the local departmental office, who must follow the Complaints Handling policy.

- For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience) and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.

Definition

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is ongoing and repeated.
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex (LGBTI); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

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

Bullying is defined by:

- The frequency of the behaviour
  - repeated over days / weeks or more frequently
  - not episodic or occasional

- The type of behaviour
  - Verbal, physical, psychological
  - Overt / covert
  - Inclusive / exclusive

- The intention of the bully
  - Hurtful, harmful, intimidating
  - Deliberate
  - Often minimised by the bully

- Lack of reciprocity
  - Not play, not fighting, not conflict

- The power imbalance
  - Mismatch in physical attributes
  - Dominance in social status or position
  - Dominant psychological attitude
  - Dominant behaviour

Types of Bullying

Bullying takes on many forms and can include any combination of the following:
• Humiliation
• Domination
• Intimidation
• Victimisation
• All forms of harassment including that based on sex, race, disability, homosexuality or transgender
• Cyber bullying

Cyber bullying is commonly defined as the use of information and communication technologies to support repeated and deliberate hostile behaviour intended to harm others.

It is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties.
Forms of Cyber bullying

● **Flaming** – heated exchange
● **Harassing and threatening message**s eg 'text wars', 'griefers'
● **Denigration** – sending nasty SMS, pictures or prank phone calls 'Slam books' (websites or negative lists)
● **Impersonation** Using person's screen name or password eg message to hate group with personal details
● **Outing or trickery** – sharing private personal information, messages, pictures with others
● Posting 'set up' images/video eg 'happy slapping'
● **Ostracism** – Intentionally excluding others from an online group eg knocked off buddy lists
● **Sexting** – sharing explicit material by mobile phone.

The Bully

Characteristically bullies:
• Have assertive, aggressive attitudes
• Lack self control
• Lack empathy
• Lack guilt
• Have high energy levels
• Do not suffer trauma or stress.

The Victim

Characteristics of victims:
• New to class or school
• Different in appearance speech or race
• Not assertive
• Nervous or anxious

Effects of Bullying (victims may)

• Feel unworthy
• Live in fear
• Have difficulty making friends
• Frequently stay away from school
• Feel helpless
• Have nightmares/feel continual stress
• Lack of concentration

• Feel depression
• Experience peer rejection
• Become underachievers (academically, physically and socially).

IMPLEMENTATION

The school will adopt a four-point plan to anti-bullying –

- Protection
- Prevention
- Early Intervention
- Response

1. Protection

- Professional development for staff in dealing with bullying and strategies to counteract it
- Community awareness and input relating to anti-bullying (parent forums, annual anti-bullying brochure, newsletter)
- Formal lessons on anti-bullying being taught K-6
- Provide programs that promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills. (Eg. Bully Buster Workshop, Peer Support, Peer Mediation, Beat The Bully Program K-6)
- Provide elective and/or structured activities at some recess and lunch breaks – SRC activities etc.
- Ensure that students know and understand what behaviour is acceptable in the school. (consistent playground/school expectations displayed in the school)
- Maintain the SRC, class meetings or circle time to help solve problems which arise from bullying behaviours and the effects these have on the target

2. Prevention

- Students are encouraged to report bullying incidents involving themselves or others
- Teachers to regularly remind students to report incidents. Reporting is not 'dobbing'
- Parents are encouraged to contact the school if they become aware of a problem
- Students are recognised for positive behaviours
- Teachers use a class and playground management plan if an incident of bullying occurs

3. Early Intervention

- Once identified, the bully, target and witnesses are spoken with and all incidents or allegations of bullying will be fully investigated/recorded
- Consideration as to why the bullying occurred will be investigated (the bigger picture or contributing factors)
- Both bully and the target are to be offered basic assistance and support
- A meeting of relevant persons is to be convened following identification of on-going bullying behaviour. All issues relevant to the behaviour of the student are considered

4. Response

Possible consequences may involve:

i) Warning

ii) Removal to the Stage Leader or Principal

iii) Parental contact

iv) Negotiated contract

v) On-going monitoring

vi) Time out from the class/playground

vii) Mediation sessions with the target to reconcile differences

viii) Referral to external agencies

ix) Class/group changes

x) Behaviour guidance programs (anger management, social skills)

xi) Suspension (extreme cases)

Responsibilities
Teachers:

- support the school in maintaining a safe, inclusive and supportive learning environment
- model and promote appropriate relationships and behaviours
- promote a school culture where bullying is not acceptable
- teach students to identify, report and respond to bullying at school and online
- manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

Non-teaching staff:

- refer any report of bullying to a teacher or school executive staff**.**

Principals (or their delegate):

- complete and implement the Anti-bullying plan (PDF 1223.4 KB) for their school
- maintain a positive school climate that includes respectful relationships
- identify patterns of bullying behaviour and initiate school action to respond
- manage complaints about bullying in accordance with the Complaints Handling policy
- review the Anti-bullying plan every year.

Directors, educational leadership:

- manage complaints about how a school has responded to a report of bullying in accordance with the Complaints Handling policy
- where required, assist schools to implement the Anti-bullying plan, to best meet the needs of the school community