GROSE VIEW PUBLIC SCHOOL
Centre of Excellence – Leaning for Sustainability

ANTI-BULLYING PLAN

Grose View Public School aims to provide an environment in which everyone feels valued and safe, and where individual differences are appreciated, understood and accepted. Every individual has a right to enjoy his or her time at school.

This community does not tolerate bullying or harassment. Respect for others is expected.

RIGHTS AND RESPONSIBILITIES
Each member of the Grose View community shares in these rights and responsibilities

- To feel safe
- To respect self
- To learn and grow
- To respect others
- To be respected
- To use common sense
- To be valued
- To support others

DECLARATION OF THE RIGHTS OF ALL INDIVIDUALS AND GROUPS

- Everyone has the right to feel safe and be safe at school.
- Everyone has the right to be accepted and respected as they are.
- Everyone has the right to be happy about coming to school.
- Everyone has the right to have his or her concerns taken seriously and appropriate action taken.
- Everyone has the right to have his or her concerns dealt with in private.
- Everyone has the right to a quality educational program devoid of disruption.

DEFINITION OF BULLYING

Bullying is **intentional, repeated behaviour** by an individual or group that causes stress, hurt or undue pressure to another student or students.

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 CAN BE:-**

**Covert** – behind backs, children don’t think they are being observed (staff and parents as well) being sneaky (involving others before seeking assistance).

**Verbal** – name calling, teasing, abuse, putdowns, sarcasm, insults, and threats.

**Psychological Bullying including cyber bullying:** stalking, threatening spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, chat rooms, Facebook or other forms of social networking.

**Social Bullying:** ignoring, excluding, ostracising, alienating, and making inappropriate gestures.

**Physical Bullying:** hitting, punching, kicking, scratching, tripping, spitting.

**SEVEN KEY ELEMENTS OF BULLYING**

- An intention to be hurtful.
- This intention is carried out.
- The behaviour harms the target.
- The bully overwhelms the target with his or her power.
- There is no justification for the action.
- Action/behaviour is repeated.
- Bully gets satisfaction/enjoyment from hurting the target.
WHAT BULLYING IS NOT

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. These socially unpleasant situations are often confused with bullying:

**Mutual conflict:** In mutual conflict, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict can sometimes develop into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

**Social rejection or dislike:** Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

**Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation:** Single episodes of nastiness or physical aggression are not the same as bullying. e.g. if a student is verbally abused or pushed on one or two occasions, they are not being bullied.

*All reported allegations of bullying will be investigated as soon as we are informed.*

IF SOMEONE IS BEING BULLIED HE/SHE

- May be confused and not know what to do about it;
- May feel sad, frightened, unsafe, sick, embarrassed, angry, and unfairly treated;
- It can affect school work; and
- It can affect family and friends.

POSSIBLE SIGNS AND SYMPTOMS OF BEING BULLIED

A person being bullied may...

- Have unexplained cuts and bruises;
- Have equipment or personal items hidden, damaged, stolen or destroyed;
- Complain of vague headaches, stomachaches or feeling sick;
- Wet the bed, bite nails, have poor sleep patterns and bad dreams;
- Exhibit unusual emotional outbursts or mood swings;
- Withdraw from friends or family;
- Appear anxious, insecure, sad, teary, depressed, and secretive;
- Have low self-esteem;
- Display an unwillingness to go to school;
- Sit alone in class or be alone in the playground;
- Change friendship groups frequently;
- Come home hungry (because lunch money or food has been taken);
- Want extra money without giving a reason;
- Show deterioration in schoolwork

EVERY DAY RESPONSIBILITIES TO PREVENT BULLYING:

**STUDENT RESPONSIBILITIES**

- Behave appropriately at all times.
- Play safely and fairly.
- Be a positive bystander.
- Display good sportsmanship at all times.
- Treat everyone with respect, kindness and courtesy.
- Follow school rules, procedures and values.
- Take responsibility for actions and accept consequences.
- Speak up and report incidents of bullying, whether they have been bullied or have witnessed another student being bullied.
- Follow the NO GO TELL strategy.
- Behave in a non-aggressive way towards everyone.
STAFF RESPONSIBILITIES
- Promote positive relationships that respect and accept individual differences.
- Ensure effective supervision of all students at all times.
- Teach explicit anti-bullying lessons and ensure students are aware of their behaviour expectations.
- Deal immediately with situations of bullying when you become aware. Consequences should be issued if appropriate and the incident must be recorded through the welfare system.
- Respond consistently to incidences of bullying.
- Provide support for all students.
- Resolve minor incidents by listening and acknowledging the seriousness of the report.
- Report serious or repeated incidents directly to the Stage supervisor.

PARENT RESPONSIBILITIES
- Be proactive with bullying and report it to the class teacher or Stage Supervisor immediately.
- Don’t be swayed by your child’s pleas not to interfere because of their fear of retaliation. Bullying needs to be addressed. This will be most effective when the school and family work together.
- Encourage your child to develop strong, supportive friendships.
- Do not advise your child to retaliate physically.
- Model anti-bullying attitudes and behaviour.

Parents are not to approach children in school grounds or at school functions outside the school.
Parents are not to approach other parents in the school grounds.

PREVENTING AND MANAGING BULLYING

STAFF INITIATIVES
- Preventative strategy e.g. a reporting box, student surveys.
- Teach the ‘NO, GO, TELL’ strategy.
- Teach anti-bullying strategies, cyber bullying, fair play and social skills programs.
- Continued implementation of Positive Behaviour for Learning.
- Follow up incidents and explain consequences to all parties.
- Promote the value of respect across the whole school through explicit teaching in classes.
- Emphasise the five school rules: Care, Respect, Responsibility, Safe, Learn/Teach.
- Use the ‘Bounce Back’ program.
- Continue Peer Support throughout the school.
- Utilise the local Police Liaison Officer to speak to children...
- Encourage positive and co-operative behaviour through school merit system.
- Ensure playground supervision is highly visible, active and responsive.
- Continue to offer a range of organised activities during breaks times, and provide places for students with differing needs e.g. Library, Cubby House.
- Identify early signs of relationship issues.
- Monitor individual classes or cohorts of students.
- Refer identified students to appropriate support staff.
- Encourage positive bystander behaviour.
- Create a positive classroom environment.
- Inform community of anti-bullying plan.
- The excuse ‘it was only a joke’ is not acceptable if the other person has not taken it as a joke, and instead is upset by it.
- Attend to how students learn as well as what they learn, build in cooperative tasks, enforce no put-downs, and promote inclusion and participation.
- Develop rapport (smile, greet, talk to individuals as well as groups).
- Know you can engage common sense (be helpful, firm and consistent).
• Practise effective discipline (use classroom rules which protect students' rights to learn).

**ADVICE TO BE GIVEN TO STUDENTS WHO ARE BEING BULLIED**

The student should be encouraged to:

- Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive.
- Seek help. Talk about the experience to someone who is trustworthy (staff member, Student Counsellor, parent, peer).
- Report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.

Other ‘self-protective’ strategies that might be suggested include:

- Staying away from the bully, or places where bullying occurs.
- Not having electronic contact with the bully.
- Be with friendly, supportive friends.

**ADVICE TO BE GIVEN TO STUDENTS WHO KNOW SOMEONE IS BEING BULLIED**

Students should be made aware that early intervention can defuse conflict situations before bullying sets in or gets out of hand.

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student’s right and responsibility to report bullying whether it happens to oneself or to someone else.

**CONSEQUENCES**

Grose View Public School’s Discipline Policy outlines appropriate procedures of the consequences for inappropriate behaviour in the classroom and in the playground.

Consequences may involve:

- Warning.
- Removal to the stage supervisor or principal.
- Parental contact.
- Negotiated contract.
- On-going monitoring.
- Timeout from the class/playground.
- Mediation sessions with the victim to reconcile differences.
- Referral to external agencies.
- Behaviour programs (e.g. anger management, social skills).
- Detention.
- Suspension (in extreme cases).

**RESPONSE TO BULLYING**

Once identified, the bully, victim and witnesses are spoken with, all incidents or allegations of bullying will be fully investigated.

If the incident is not a bullying issue rather a one off situation, then it will be treated through the referral system.

**GREEN: Immediate Action**

- If an incident leads to injury, immediate assessment of medical attention.
- Notification to appropriate staff.
- Notification to all parties parents at time of incident by phone.
- Safe assessment of environment.
- Support person appointed to victim(s) and bully(s) with consultation.
- Safety plan formulated for return to school.
- Documentation in place.
- Acknowledgement letter to all parties next day.
- Establishment of daily contact between school and parties for monitoring of situation.
ORANGE: Ongoing Action
- Review of effectiveness of support person role
- Review of environment
- Communication tool to replace daily contact with parents.

RED: Long Term Action
- Implementation of class resilience programs.
- Assessment of group dynamics and social skills program
- Consideration of class placement and group dynamics in future years
- Review of student management plans.

PROCEDURES FOR REPORTING INCIDENTS INVOLVING ASSAULTS, THREATS, INTIMIDATION OR HARASSMENT
Parents have the right to report assaults, threats, intimidation or harassment to police. The school also has the right to report assaults, threats and intimidation or harassment to the police, child wellbeing unit or Community Services. The telephone number for the local police is (02) 45606999. The telephone number for Child Well Being unit is 1300 480 420 and will take calls from staff between 8.30am and 5.30pm, Monday to Friday.

Parents and Caregivers have the right to feel their complaint has been handled appropriately and have the right to appeal procedures through the DEC Complaints Handling Policy. This policy provides the guidelines for handling complaints. While most complaints should be resolved informally with the relevant employee, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint. The Complaints Handling Policy is available on the internet at the following web address:

REPORTING AND MONITORING
At Grose View Public School the staff will track and monitor student behaviour on a system called Sentral. Sentral is used to track, identify and investigate patterns of behaviour.

Executive staff monitor Sentral on a regular basis. Reports are generated each term for the PBL committee and executive. When analysing the report staff will look for patterns of bullying behaviour. Sentral will also be used to monitor and evaluate the effectiveness of the school’s Anti-Bullying Plan through the monitoring of reports.

At Grose View Public school the staff will communicate with the school community annually the effectiveness of the Anti-Bullying Plan at a P&C meeting and through the school newsletter. The Anti-Bullying Plan is available to the school community on the school website.

The school will review the Anti-Bullying Plan every year.

ADDITIONAL INFORMATION
Police Youth Liaison Officer: Contact Windsor Police: (02) 45606999