



ANTI-BULLYING PLAN

1. Context

Blaxland East is a Public School (BEPS) that has an inclusive enrolment policy, where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet individual learning needs in a secure, ordered and supportive environment. The focus of quality education is for students to learn and grow in confidence. Teaching and learning occur in a context of student welfare. The wellbeing, safety and health of students inform policies, programs and practices. Partnership with parents and the community is central to the success of this process.

2. Policy Statement

Blaxland East Public School is committed to providing a safe, secure environment where students learn, play and experience positive relationships with each other, teachers, support staff and members of the school community.

As schools exist in a society where intimidation and harassment occur, bullying must be taken seriously. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying is not tolerated at BEPS.

3. Purpose

Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that affects teaching and learning at school and interferes with the wellbeing of students is not accepted.

Teachers, students, parents, caregivers and members of the wider community have an individual and shared responsibility to work together to address bullying by creating a safe and happy environment, free from all forms of bullying.

4. Definition

Bullying is deliberate, repetitive behaviour by an individual or group that intimidates, hurts or causes distress.

Bullying behaviour can be:

- **Verbal**
 - name calling, teasing, abuse, putdowns, sarcasm, insults, threats

- **Physical**
 - hitting, punching, kicking, scratching, tripping, spitting
- **Social**
 - ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **Psychological**
 - spreading rumours, dirty looks, hiding or damaging possessions, malicious use of ICT including mobile phones.

5. Strategies for preventing and dealing with bullying behaviour

At Blaxland East Public School we will:

- openly talk about bullying – what it is, how it affects us and what we can do about it.
- teach our students the skills that will build their self-esteem and empower them to take responsibility for themselves – and give them the opportunity to practise these skills
- teach ‘Friendly Schools +’ in all classrooms K – 6 in first term each year at the start of each week, then follow up throughout the remainder of the year to enhance social skills and empower students.
- implement ‘Positive Behaviour for Learning’, with associated lessons and rewards to actively teach appropriate behaviour and reward those demonstrating it.
- investigate quickly and effectively all reported cases of bullying and contact parents as necessary to inform them of the incident, whether the child is the bully, or being bullied.
- apply appropriate consequences to the bully including, but not limited to, an apology, time off the playground, loss of privileges (for example Year 6 tables) phone call home, warning of suspension and suspension should the behaviour continue.
- conduct peer mediation and discussion sessions between the parties to support both the person being bullied and those responsible for the behaviour.
- ensure incidents of bullying are recorded on the school’s database – currently ‘Sentral’ so an accurate record is kept, including the consequences applied.
- refer to the School Counsellor the victim and those responsible, should this be deemed necessary.
- analyse data and identify areas of the playground or school that are ‘hot spots’ for bullying behaviour and put in place strategies to deal with these.
- refer repeated bullying behaviours to the Assistant Principal supervising the Stage in the first instance, and to the Principal should further incidences occur.

6. School Action Plan

The School Action Plan consists of three elements:

1. Victim empowerment
2. Bystander intervention
3. Shared Responsibility

- **Victim empowerment**

Steps for children to take if they are being bullied – ‘No. Go. Tell.’

- Look at the person attempting to bully.
- Speak in a firm, clear voice and say loudly, ‘Stop that, I don’t like it!’

- Go away from the bully.
- Tell a teacher or parent.
- **Bystander intervention**
 - Say 'Stop! This is not fun. Let's do something else'.
 - Say 'Stop! I don't like the way you are treating'.
 - Be friends with the person being bullied.
 - Tell an adult and ask for help.
- **Shared Concern**
 - is used by individual teachers in interview
 - is used for low level incidents
 - high level incidents involving violence or damage to property follow the procedures in the school Behaviour Management Plan.

Teachers have a responsibility to:

- model appropriate behaviours at all times
- investigate all reported and observed incidences of bullying as defined in this plan
- ensure that students are adequately supervised at all times
- report incidences of bullying to an assistant principal or the Principal that have not been resolved within the strategies outlined in this plan.

Students have a responsibility to:

- 'tell' if they are being bullied or if they see someone being bullied – both at school or to / from school
- help someone who is being bullied
- not to bully others

Parents have a responsibility to:

- watch for signs that their child/children may be being bullied
- speak to their child's class teacher or school Principal if they suspect their child is being bullied
- instruct their child to 'tell' if they are being bullied
- refrain from instructing their child to 'bully back'

7. Monitoring and Evaluation

- PBL Committee will regularly evaluate the effectiveness of the ongoing lessons and strategies in place to ensure they are meeting the needs of the student population.
- Data from 'Sentral' will be analysed regularly by the PBL Committee and staff to check trends, and adjustments will be made to the plan.
- The Learning Support Committee (LST), led by the Learning and Support Teacher (LaST) will discuss cases brought to their attention by teachers to ensure appropriate strategies are in place.
- The Plan will be revised annually to ensure it is still meeting the needs of the school.