

School Name: Regents Park Public School



Education &
Communities

21 June 2012

Anti-bullying Plan





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

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 and Communities.

Consultation

The following plan has been developed in consultation with students, staff and parents/caregivers.

Statement of purpose

Regents Park Public School is an inclusive learning environment which does not tolerate bullying, harassment or any inappropriate behaviour which interferes with teaching, learning and the wellbeing of students and staff.

Clearly, bullying and harassment are not unique to school settings. Nevertheless, our school believes we must play a pivotal role in challenging and eradicating these unwanted and damaging behaviours utilizing a range of strategies as outlined in this plan to ensure that students and staff can focus on their core purpose of teaching and learning.

The active promotion of positive behavior, personal responsibility, mutual respect and valuing of difference are key bullying prevention strategies at this school.

The school actively denounces bystander behavior and encourages

active participation of all members of the community to reject all forms of bullying and harassment.

At Regents Park Public School we expect all students to:



Protection

The school community understands bullying to be intentional, repeated behavior by an individual or group of individuals which causes distress, hurt or undue pressure. It involves the abuse of power in relationships and may include:

Physical: Hitting, punching, kicking, scratching, tripping, branding, spitting.

Verbal: Name Calling, teasing, putdowns, sarcasm

Social: Ignoring, excluding, ostracizing, alienating, spreading rumours, hiding or damaging property.

Cyber bullying: Bullying through information and communication technologies including malicious use of SMS, emails, social media, camera phones.

Shared responsibility

The school will regularly reinforce the message that bullying thrives in an environment of silence and 'no telling' and that we all have a role to play to eradicate this behavior.

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and harmonious environment free from all forms of bullying, including cyberbullying.

It is critical that everyone understands that reporting bullying is not 'dobbing' but asserting their right to feel safe and happy while at school and travelling to and from school.

Roles and Responsibilities

STUDENTS
<ul style="list-style-type: none"> • Don't fight back. It just gets you in trouble. • Be firm and strong, even if you don't feel it. Look directly into the eyes of the person attempting to bully you and stand up tall. Speak in a firm, clear voice and say loudly "Stop that, I don't like it!" • Go directly to your teacher (or the teacher on playground duty if you are in the playground), the Assistant Principals or the Principal, if the attempts to bully you don't stop and report what happened. • If your peers or friends are bullying other students, go immediately and report it. • Avoid them. Never find yourself alone with them. Stay in sight of an adult. • Ignore them. Pretend you didn't hear the comment. • Play with friendly children.
PARENTS AND CAREGIVERS
<p>If your child is being bullied:</p> <ul style="list-style-type: none"> • Listen carefully to your child. • Assure your child that it is not his/her fault. • Encourage positive self-esteem. • Stay calm. • Get accurate details. • Give your child some strategies to cope. Practise these strategies with them. • Help your child to be proud of his/her uniqueness. • Seek assistance from the class teacher. • If the problem continues seek support from the Assistant principals and the Principal.

<p>You can help your child by:</p> <ul style="list-style-type: none"> • Watching for signs of distress • Discuss the Anti-Bullying Code with your child. • Advise your child to tell a staff member. • Inform your child's class teacher of suspected bullying. • Attending interviews at school. <p>If your child is bullying others:</p> <ul style="list-style-type: none"> • Initially you may be defensive and unbelieving. This is natural. • Find out all the facts from the school. Telephoning other parents is inappropriate and may cause a lot of unnecessary concern and further problems. • Talk to your child but do not blame. • Emphasise that bullying is not acceptable in your family. • Role play alternate behaviours. • Seek assistance from school or health professionals. • Be specific and consistent about consequences for continuing unacceptable behaviour. • Reward appropriate non-bullying behaviour.
STAFF
<p>You are expected to :</p> <ul style="list-style-type: none"> • Be role models in words and actions. • Listen to students. • Be observant of signs of distress or suspected incidents of bullying. • Encourage students to ask for help when needed. • Follow procedures as set out in Student Welfare, Good Discipline and Effective Learning Policy. • Follow up quickly on complaints of bullying, harassment and intimidation. • Communicate with parents-strategies that promote appropriate behaviour-their role in resolving incidents involving their children. <p>Teachers:</p> <ul style="list-style-type: none"> • Explicitly teach the school rules and the school's expectations on an ongoing basis through the curriculum and incidentally as appropriate • Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders and observers. • Help students understand how to recognise bullying behaviours • Ensure students feel safe and valued in the classroom. • Encourage students to report bullying incidents. • Maintain accurate recording of incidents • Seek advice and guidance from supervisors • Keep parents informed • Make a referral to the Learning Support Team if appropriate

Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect for the prevention of bullying

The school believes that when students are respected and valued, when they are actively engaged in decision making and experience learning success, this promotes positive behavior and maintains a climate of mutual respect.

Positive discipline is an essential component of this school's behaviour management plan. All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect include:

- the provision of appropriate curriculum to meet the needs of each student, ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant;
- the provision of Individual Education Plans for students with additional learning needs which provide access to all KLA in mainstream modified mainstream, life-skills and blended forms and which address the behavioural/emotional, social, health and other needs of students;
- the provision of ongoing opportunities for students to be able to participate in decision making ;
- the utilisation of a whole school approach in managing student behavior, including using a common language and common rules;
- supporting and encouraging students to take personal responsibility for their own learning and behaviour achieving success in a well-managed teaching and learning environment resulting in students feeling valued as learners;

- the provision of frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress;
- the consistent use of good behaviour management techniques such as:
 - √ providing simple directions
 - √ expecting students to comply with and follow directions (using the language of expectation/compliance)
 - √ clear and explicit structures and routines
 - √ acknowledging positive student behaviours
 - √ providing regular opportunities for students to provide feedback about the school and recommendations to make improvements
 - √ having a plan for managing inappropriate behaviours
 - √ following up behaviour disruptions with 24 hours.
- staff modelling of pro social behaviours
- discussion with parents and carers of their roles and responsibilities in managing student behaviour in partnership with the school
- the provision of appropriate support programs, such as counselling and remediation
- Collaborative consultation between staff, caregivers, home schools and other agencies in the development of individual education, integration, transition and other programs;
- Collaborative consultation between staff, caregivers and other agencies in the ongoing management of student behavior.

- Building positive relationships between staff, students, parents/carers and community members;
- Ensuring there are meaningful opportunities for students to experience success;
- Articulating a clear sense of purpose for learning activities;
- The provision of appropriate support to ensure that all students reach their full potential;
- Providing quality feedback to students to enable them to have greater agency in their own learning;
- A well-ordered and structured environment in which individuals value difference and demonstrate respect for themselves and property;
- The application of the whole school discipline code of four easily understood rules which provides structure, consistency and predictability;
- The explicit and systematic teaching of pro social skills and behaviours;
- The provision of integrated programs which develop competencies in self-reflection, communication, conflict resolution and stress management;
- An emphasis on reparation, restoration and restitution as opposed to punishment;
- Utilising a multi-disciplinary approach including school counseling to manage student welfare and behaviour;
- The integration of the principles of equity and social justice into the policies, procedures and daily practices of the school;
- The rejection of all violence, including racism, discrimination, bullying and harassment.

Outcomes

- Students will be engaged with their educational programs;
- Students will have a sense of ownership and control over their own learning;
- Students will value learning and feel valued as learners;
- Students will experience meaningful success;
- Students will feel safe;
- Students will respect themselves, their peers, their families, property and their communities.

Early Intervention Strategies

When students are identified as being at risk of bullying or being bullied and/or have a history of bullying and being bullied, the school will develop and implement a case management plan which will include:

- Identifying, understanding and assessing relevant data (type of bullying, frequency, location)
- Seeking information and guidance from the student's previous school
- Involving the student and the parents
- Utilising specialist services such as the school counselor, STB and/or external service providers

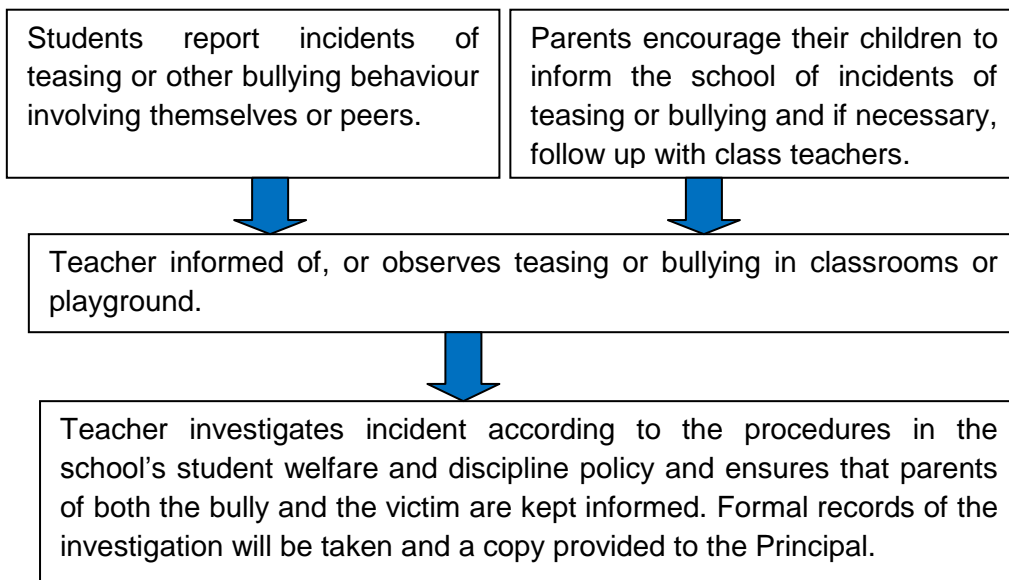
Response

Students and their families can confidently expect that all reports of bullying will be investigated (within 24 hours) in line with procedural fairness and will be dealt with according to the nature, frequency and intensity in line with the school's discipline code.

Procedures for reporting bullying in the school will be included in the school newsletter at the beginning of each term.

An information session will be offered to parents at the beginning of each year and at Kindergarten orientation to communicate the school's understanding of and position on bullying and harassment.

The School Anti-Bullying Plan will be published on the school website



Support is given to students who are being bullied, including strategies to positively deal with bullying behaviours and strategies to seek support.

Repeat offenders are referred to School Executive. Referral made to LST (including the school counselor) and/or external service providers.

Parents are contacted and letter of concern sent home. In very serious cases, the school may implement the Department of Education and Communities Suspension and Expulsion Policy.

In the event that bullying involves serious physical and/or psychological injury necessitating medical attention, the school will advise the DEC School Safety and Response Unit and the School Education Director. In the most extreme cases the school will call the police and the DEC Media Unit where there is a high likelihood of media involvement.

The School Anti-Bullying Plan will be reviewed on an annual basis and findings will be communicated to the staff and parent body.

Principals' comment

As the Principal of Regents Park Public School I am totally committed to working collaboratively with staff, students and the community to strengthen a learning environment which eradicates all forms of bullying and harassment from the school to enable all students to reach their full potential.

Rose Manousaridis
Principal
21 June 2102

The plan will be reviewed on an annual basis beginning in 2013 by:

The Learning Support Team
Students
Parents
P&C Association

School Contact Information

Regents Park Public School
1 Auburn Road
Regents Park 2143
Ph: 96442404
Fax: 97438372
regentspk-p.school@det.nsw.edu.au