

Mosman Public School Anti-bullying Plan



Mosman Public School - School Expectations



Respectful	Be <u>kind</u> , caring and polite <u>Include</u> others and celebrate diversity Show <u>pride</u> in yourself and your school
Responsible	<u>Care</u> for personal belongings and the school environment Own and be <u>accountable</u> for your choices and actions Work, move and play <u>safely</u> <u>Encourage</u> others and be a positive role-model
Learners	Be <u>resilient</u> and bounce back <u>Embrace</u> opportunities and challenges <u>Aspire</u> to do your personal best Allow yourself and others to play and <u>learn</u>



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.

Mosman Public 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 (2011).

Statement of purpose

Positive Behaviour for Learning (PBL) - At Mosman Public School we promote a positive learning environment where we accept the challenge to be **respectful, responsible learners**.

We foster positive relationships through our strong student wellbeing programs. Our Anti-bullying plan aims to deal effectively with and prevent incidences of bullying within the whole school community.

Students attend Mosman Public School to participate in quality education that will help them to become self-directed, life-long learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that hinders teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the school community can expect:

- that students will be safe at school, free from bullying, harassment, intimidation and victimisation
- to be involved in the collaborative development of the school Anti-bullying Plan
- to know what is expected of them and others in relation to the Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs

Students, teachers, parents, caregivers and members of the 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

Protection

Definition:

The national definition of bullying for Australian schools states:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social or psychological behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online and it can be obvious (overt) or hidden (covert). Online bullying refers to bullying through information and communication technologies, e.g. the internet or mobile devices.

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 status.

Bullying of any form or for any reason can have long term effects on those involved including bystanders.

N.B. Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

In short, bullying is an ongoing misuse of power in relationships involving a pattern of harmful verbal, physical or social behaviour.

Different Types of Bullying:

The types of bullying behaviours are physical, verbal or social. Bullying can be obvious (overt) or hidden (covert). Bullying can take place in person or online.

Physical:

- Hitting/punching
- Pushing/shoving
- Kicking
- Throwing objects
- Taking others' belongings/stealing from others
- Damaging others' belongings
- Spitting at others
- Intimidation-making someone do something they don't want to do

Verbal:

- Threatening
- Name calling/teasing
- Swearing at others
- Ridiculing (making fun of) another person because of their actions, appearance, physical characteristics or cultural backgrounds.

Social or Psychological

- Spreading rumours
- Excluding others
- Writing notes
- Choosing not to tell if you see another person being bullied
- Inappropriate or negative gestures/expression

Cyber Bullying:

- Sending of abusive texts or emails
- Taking and sharing unflattering or private images or video
- Posting unkind messages or inappropriate images on social networking sites
- Excluding individuals from online chats or other communication
- Assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly and for no strategic reasons attacking players in online gaming
- Stealing passwords
- Blogs and Websites

Covert bullying:

Covert bullying is a subtle type of non-physical bullying which usually is not easily seen by others and is conducted out of sight of, and often unacknowledged by adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).

Covert bullying includes social exclusion and intimidation. The term 'covert' highlights the fact that not all bullying is physical or obvious to others.

Covert bullying can have the same harmful impacts as more obvious bullying, as it can be more isolating, can go on for longer before other people become aware of it and can be more easily denied by the other person.

Staff Responsibilities:

- To model appropriate behaviour at all times
- To monitor and track incidences of bullying and respond to overt/covert reports in an appropriate and timely manner according to the Anti-bullying Plan
- To communicate any bullying behaviour to their stage supervisor
- To implement school programs which promote positive relationships that incorporate strategies to deal with bullying
- To communicate bullying incidences to parents when needed

Parents' Responsibilities:

- To be aware of and support the school's Anti-bullying Plan
- To take an active role in their child's school life and watch for signs that their child may be being bullied
- To encourage their child to adopt learnt strategies to deal with bullying
- To instruct their child to 'tell' if they are bullied or see any bullying behaviour
- To inform the school if any bullying is suspected

Students' Responsibilities:

- To behave appropriately at all times
- To show consideration and respect and to support others
- To 'tell' if they are being bullied or if they see someone being bullied – both at school and on the way to and from school * *Those reporting bullying incidents involving others should feel safe and supported.*
- To attempt to use learnt strategies to deal with bullying incidents as outlined in PBL and school programs

Prevention

It is important that the school community addresses the underlying causes of bullying relating to school organisational issues, learning and teaching issues and relationship issues.

Preventative Strategies:

- Education and promotion of the school's Anti-bullying Plan
- Use of Restorative Practice Peer Support Program like 'Method of Shared Concern'
- Student wellbeing programs including the school's 'Statement of Purpose'
- Productive and respectful relationships established between all members of the school community
- PBL, routines and processes negotiated and applied consistently
- Adequate supervision of students during breaks on playground and classrooms
- Active intervention when bullying occurs

Strategies to Deal with bullying:

Reported cases can be dealt with in several ways. It is recognised, however, that each case is different and may require an individual, case by case approach. In all cases it is important to ensure:

- Victims are believed and made safe
- The principles of natural justice and due process are followed in regard to students reported for bullying
- Restorative Practices – 'Method of Shared Concern' are adopted
- School Counsellor intervention is used if necessary
- Monitoring by the Learning Support Team and School Executive team
- Incidences reports are kept on a recorder on the School Data base
- Parents and school staff work together

Strategies for Students on How to Deal with Bullying

Behaviours:

- Stay in sight of peers and adults
- Try to stay calm. Walk away without looking back
- Try to show you are not upset. Practise this:
 - Look at the person. Try to speak in a strong voice. Say something like: “You might think that, but I don’t” or “Why are you doing this?”
 - Throw arms in the air and say, “Go away”! in a loud voice
 - Use an ‘I’ message. Express your feelings in an assertive way e.g. “I want you to stop’ or ‘I don’t like it”
- Go to a safe place e.g. with other children, near a teacher
- Talk to someone who can help you (a teacher or your parent) Tell them what has happened, how you feel and what they can do to help. This is not dobbing.
- Use humour if appropriate
- Never keep bullying a secret
- If in playground seek the help of a Year 6 monitor or SLSO and supervising teachers
- Find a friend on the Buddy Seat

Procedures for Dealing with Bullying Behaviour:

- All students have the right to be heard and listened to
- Class teacher deals with smaller issues in the classroom in line with school PBL program and school expectations
- Teacher on playground duty deals with smaller issues in the playground – if more serious in nature the duty teacher informs classroom teacher and the Assistant Principal responsible for the stage who then records and deals with the incident
- Have discussions with the students involved and take appropriate action
- Parents and class teachers work with the student to look at underlying

problems and seek solutions

- Principal and Executive Staff work with parents and individuals to identify bullying behaviours where necessary
- School Counsellor and Learning Support Team and Department of Education Student Welfare Officers involved in individual programs if required
- Serious bullying incidents are recorded and consequences are in line with the School’s PBL procedures (Yellow and Red Cards)
- Issues are resolved in a calm manner with as much time as necessary given to hearing what each student feels and assisting all students to feel more able to cope
- Students with identified bullying behaviour will take responsibility for their actions (Time out, discussions, Planning Room)
- Teachers and their stage supervisors should organise meetings with parents if they are concerned about bullying amongst students
- Principal and Executive deal with major bullying incidents and follow the DoE Suspension and Expulsion of Student Procedures
- Principal and Executive Staff will enhance playground safety and wellbeing through the development of Playground Supervision procedures, including an anti-bullying clause in the PBL and including anti-bullying activities in the school calendar and class programs

Pikas Method of Shared Concern:

1. Interview with the victim/s to give support and immediate help to deal with the situation and to gather information
2. Interview with bully/ies conducted individually to gather information and emphasise the concerns of the person who is being hurt and agree on what the student might do to help the victim
3. Follow-up with both the victim and the bully/ies together so issues can be aired and plan of action devised

4. Regular Monitoring of the situation, victim and bully/ies over the following weeks

Procedures for Dealing with Cyber Bullying:

The school reserves the right to determine whether incidents of cyber bullying relate to the responsibility of the school. If determined the school has a role to play we will:

- Ensure each student is safe and arrange support.
- Support from staff should be provided on an ongoing basis with the agreement of the student and parent to assist the student to work through the effects of the cyber bullying and to help them develop and implement effective coping strategies.
- Student's parents contacted to alert them to the issue, and ongoing concerns regarding the welfare of the student, and discuss the issue and how best to deal with it.
- Reassure the student that the school is taking the incident seriously and the reported bullying will be acted on.
- Gather basic facts about the suspected cyber bullying and, if possible, identify the students involved.
- Implement appropriate responses to address the bullying using evidence-based responses such as restorative justice approaches to conflict resolution
- Provide the following strategies to the student and parent to assist with managing the issue in the future.
 - Do not respond to any further messages/postings from the bully and, if possible, block further correspondence from them (block their mobile number or email address).
 - Report any further correspondence from the bully to the parent and an agreed school contact.
 - Keep evidence of any bullying to assist with identifying the bully and potentially reporting the matter to police (screen captures, bully's screen name, text and images).
 - Report any concerns to the administrator of the service used,

including the mobile phone provider (if SMS is involved), website administrator (if social networking or chat services are involved), or internet service provider, as most have measures to assist with tracking and blocking the bully. Some block the bully's access to their services entirely as bullying is often a breach of websites terms of use.

- If the student is distressed by the bullying, ensure they are provided with options for psychological support including school counselling and the DoE Wellbeing Unit.
- The school will follow its established approach to incidents of bullying as outlined in the school Anti-bullying Plan.

Early Intervention

Some students are identified as being at risk of bullying or developing long-term difficulties with social relationships. Some students are also identified as using bullying behaviour. These are some ways we will deal with this:

- Referral to Learning Support Team
- Using PBL and social skills programs
- Using social stories and role play situations
- Develop a plan of action on how to cope with situations
- Find things the students are good at and celebrate the successes
- Promote leadership within the school amongst the students
- Using Peer Mediation to assist with small problems – 'Buddy Seat'

Procedures for Reporting Bullying

- Students are to report all incidents of bullying to a teacher immediately.
- Parents with concerns about bullying should contact the school immediately.
- All bullying incidents are to be reported, taken seriously and dealt with by teachers, Executive and Principal (depending on the severity). These issues will be dealt with immediately or as soon as practically possible.

- Teachers and executive staff will contact the parents of the student being bullied and the student doing the bullying immediately after it is discovered. All staff to be informed so they can monitor students in the playground.
- In the case of cyber-bullying, the police may need to be contacted to make a report.
- Students will be supported by the School Counsellor if upset by being bullied or experiencing ongoing bullying from a peer.
- Information will be posted in the school's newsletter.
- In regards to assaults, threats, intimidation and or harassment, these will be reported to the police by the Principal or Executive team. The School Safety and Response Unit will also be contacted where necessary. The Schools Handling Critical Incidences Policy will be implemented in such incidences.
- If there is a need to contact support agencies, then the Principal will contact the Child Wellbeing Unit. The School Counsellor will also research support.
- In regards to staff the Complaints Handling Policy will be used and staff can be directed to EAP.

Information for Parents

Signs that your child may be being bullied:

- Dislike and avoidance of school
- Decline in academic performance and social interaction
- Gets into trouble more often at school
- Wants to be accompanied to school even though it is close
- Takes the long way home or walks instead of catching the bus
- Possessions are damaged or missing
- Becoming withdrawn, appearing depressed or anxious, having mood swings, crying for no apparent reason

- Unable to explain bruises or scratches
- Complaints of feeling unwell though parents report no specific illness
- Asks for, or steals, extra money
- Increased social exclusion and peer rejection
- Having less to do with friends – Becoming anti-social
- Has bad dreams
- Sleeps badly
- Bed wetting
- Gets angry with brothers or sisters
- Uses put-down language when speaking about others
- Increased negative self-perception or negative about life

Signs that your child may be bullying others:

- Aggressive behaviour – both inside and outside the home (teasing, threatening, hurting others)
- Difficult to manage
- Oversensitive – feels that everyone is out to get him/her
- Unhappiness
- Loses temper often or emotional outbursts
- Quietness or depression
- Decline in academic performance
- Disturbing stories about the child – from other students, their friends or other adults in contact with your child
- Are avoiding you
- Hinting at things

The Anti-bullying Plan will be available through the school website and communicated through the school newsletter. The school will evaluate the Anti-bullying Plan through the School's Milestones and School Plan timeframe. Reports will be made at P&C meetings. The School Community will be surveyed on the effectiveness of our schools' Anti-bullying Plan. The executive team will report all student welfare incidences at LaST meetings.

Additional Information / Useful Websites

Police Youth Liaison Officer

Kids Helpline 1800 55 1800 www.kidshelp.com.au

Children's eSafety Commissioner – www.esafety.gov.au

Reach Out www.reachout.com.au

Beyondblue www.beyondblue.org.au

Headspace www.headspace.org.au

Bullying No Way! www.bullyingnoway.gov.au

Principal's comment

Our school recognises that bullying is part of society and happens in all places. As a school we will give students strategies to be resilient and to deal with bullying. The school will also work closely with any students who use bullying to gain power. The school's Statement of Purpose - **Respectful, Responsible Learners** clearly provides for a culture of support, trust and ensures there is no tolerance of bullying behaviour.

Team Members who developed the plan

SRC co-ordinator – Barbara Tauber

LaST - Amanda Daffas

EAL/D - Jeanette Haverkamp

Assistant Principal -Vanessa Grayson

Deputy Principals – Colin Cobcroft, Nadia Tobia

P&C Representative (Community Engagement Group) - Michelle Brown, Julie

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