BULLYING DEFINITION

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. Cyberbullying 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:
- Physical
- verbal
- social or
- psychological.

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 on-line 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.
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 (2011) of the Department of Education and Communities. This plan has been developed by school staff and finalised with community members at a P&C meeting.

STATEMENT OF PURPOSE
Pagewood Public School works in active partnership with its community to maintain an inviting and nurturing learning environment. We prepare students to embrace a challenging environment and take personal responsibility to strive for excellence. Inappropriate behaviour which interferes with teaching and learning and the well-being of students cannot be accepted.

Students, staff members, parents and caregivers have a shared responsibility to create a safe and happy environment, free from all forms of bullying, harassment and intimidation.

Students, teachers, parents, caregivers and members of the wider school community can expect:
- that students will be safe at school, free from bullying, harassment and intimidation;
- to know what is expected of them and others in relation to the Anti-bullying Plan; and
- that all students will be provided with appropriate support when bullying occurs.

All staff and parents must work to actively respond to bullying. When we fail to deal with bullying we are putting students' safety at risk. An inconsistent response has the negative effect of decreasing trust and increasing secrecy among students which creates a bully-tolerant school culture. Staff efforts should include providing appropriate supervision, as well as intervention and prevention efforts that emphasize student insight and skill building.

PROTECTION
Bullying, including cyber-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. “In around 20% of cases there’s an element of provocation from the perceived victim toward the bullies.” (Rigby)

A positive school culture which fosters student connection with both the school and the wider community will support the development of protective factors such as relationships, knowledge and skills.

To maintain a positive climate of respectful relationships where bullying is less likely to occur, we will:
- model and promote appropriate behaviour;
- develop a positive and pro-social school culture by reinforcing the school rules of Be fair, Be safe, Be responsible, Be co-operative;
- hold discussions about bullying and harassment within classes to promote a culture of respect and support;
- encourage victims and witnesses to participate in class discussions so that there is an understanding of how others feel;
- reinforce continually to all students that bullying is unacceptable and that behaving respectfully towards others is an expected part of school life.

Stakeholder groups have responsibilities for preventing and responding to bullying behaviour.

School staff have a responsibility to:
- respect and support students
- 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 on-line 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

PREVENTION
Strategies and programs the school will implement for bullying prevention:
- classroom-based Personal Development Programs which promote resilience, life skills and social skills, assertiveness, conflict resolution and communication skills.
- the Bounce Back social skills program
- the Child Protection Program
- the Drug Education Program
- the Buddy System
- developing positive Student Leadership roles
- maintaining an active Learning Support Team

Anti-bullying messages are embedded at each year level in all key learning areas, but particularly in PDHPE. (See Appendix 1).

EARLY INTERVENTION
Counsellor support will be offered to students who are identified as being at risk of developing long-term difficulties with social relationships.

Counsellor support will also be offered to those students who are identified at or after enrolment as having previously experienced bullying or having engaged in bullying behavior.

Students can expect that their concerns will be responded to by school staff.

RESPONSE
The school community will be encouraged to recognize and respond appropriately to bullying, harassment and victimization and behave as responsible bystanders.

What can students do?
If they are being bullied or harassed in the classroom or playground they should:
- take a deep breath;
- look directly into the eyes of the person attempting to bully them;
- speak in a firm, clear voice and say loudly, “Stop that, I don’t like it!”
- not retaliate with physical or verbal bullying;
- stay away from the bully or places where bullying occurs;
- try to be with supportive peers;
- go to their teacher (or the teacher on duty if they are in the playground) if the attempts to bully them don’t stop, and report what happened.

What can student witnesses do?
- If possible and safe, intervene as the bullying occurs by telling the bully to stop. This is very useful if the bystander student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can help prevent bullying.
- Tell an adult if you are concerned about the bullying.
- Recognize and respond appropriately to bullying, harassment and victimization and behave as responsible bystanders.
What can teachers do:
• Maintain a commitment to eliminating bullying.
• Be role models in words and actions.
• Ensure students are listened to.
• Be observant of signs of distress or suspected incidents of bullying.
• Encourage students to ask for help when needed.
• Investigate the problems raised.
• Treat everyone involved with fairness.
• Take action, appropriate to the particular circumstances.
• Maintain a proactive approach, including times on playground duty, identifying patterns of bullying behavior and responding to such patterns.
• Provide regular updates, within the bounds of privacy legislation, to parents and caregivers about the management of specific incidents.

What can parents do:
• Build your child’s self-confidence and resilience.
• Encourage constructive responses. Retaliation rarely solves the problem.
• Be positive in responding to bullying but don’t over-react.
• Watch for signs of distress in their child.
• Listen to their child.
• Give assurance and support.
• Discuss the action plan with their child.
• Advise their child to tell a staff member.
• Inform their child’s class teacher of suspected bullying.
• Let the school manage the incident. Do not approach another child

• Depending on the seriousness of the situation, counselling may be offered to the bully and/or the targeted student.

WHAT HAPPENS IF YOUR CHILD IS BULLIED?
Students will be encouraged to report any incident which they feel may involve bullying.
If parents are aware of or suspect bullying involving their own child or others, they should report concerns to the class teacher of the targeted child. That teacher will decide whether to refer the matter to the Assistant Principal.

When a student or parent reports a bullying incident to a staff member or a staff member witnesses incidents of bullying they should:
• Listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour
• Find out the background and attempt to resolve the incident. Classroom incidents should be dealt with by the relevant teacher and playground incidents by the teacher on duty

Process for teachers dealing with a report of bullying:
• Gather information about the incident.
• Determine whether the report is of bullying, poor social skills or conflict.
• Determine whether the incident is one-off or ongoing.
• Record the incident including date, time, location, children involved and details of the incident.
• Decide on the appropriate process for addressing the issue. Intervention methods used at Pagewood PS include the traditional disciplinary approach consistent with the school’s Discipline Code, restorative practice, mediation where the situation is ambiguous, and strengthening the victim. Involvement of the school counsellor is also an option.
• Make a judgement on whether to refer the incident to the Assistant Principal and/or Principal, based on the seriousness of the incident or repeated involvement of a particular child.

Where possible, this will occur within 2 school days of receiving the report.

Within a week, contact should be made with the parents of a bullying victim to provide an update, within the bounds of privacy legislation.
Supporting the victim of bullying

There are a number of strategies and programs to support students who have been affected by, engaged in or witnessed bullying behaviour:

• Opportunities are provided for students to voice their concerns and formulate solutions, such as class meetings, Circle Time, individual approaches between teacher and student and during implementation of the Interpersonal Relationships strand of PDHPE.
• A referral to the School Counsellor for an individual child may be initiated by a parent or teacher.
• The School Counsellor may implement a social skills development group if appropriate.
• When necessary, teachers on playground duty may monitor particular children or groups of children more closely than usual. This monitoring may be of either the perpetrator(s) or victim(s).
• Playground supervision will include encouraging isolated students to join a group and reminding students of strategies to deal with conflict.

Further possible action:

The seriousness of the incident will be evaluated, especially incidents involving assaults, threats, intimidation or harassment.

Further responses may include:

• A report by the principal to the Child Wellbeing Unit or Department of Community Services
• Contact with the Youth Liaison Officer at Mascot Police (Ph 8338 7399)
• A report to Mascot Police (Ph 8338 7399)
• Contact with the Kids Helpline 1800 551 800

WHAT DO WE AIM TO ACHIEVE?

• To eliminate bullying type behaviour from Pagewood Public School.
• To support those who experience bullying.
• To provide a safe and happy learning environment for all members of the school community.
• To equip students with skills to deal with bullying behaviour that will support them throughout their life.
• To create an informed community which works co-operatively to assist children in dealing with bullying behaviour.

We believe students will:

• better understand and recognise all forms of bullying;
• more readily inform teachers of any forms of bullying and receive assistance;
• happily attend school;
• demonstrate conflict resolution and problem solving skills;
• feel safe and happy;
• become more involved in school activities;
• demonstrate an ethos of respect and concern, evident in their willingness to assist the person experiencing bullying behaviour; and
• experience fewer episodes of bullying behaviour, the duration of which will be much shorter if bullying does occur.

We believe staff will:

• better understand bullying behaviours and feel more confident in their methods of intervention;
• feel supported by systems adopted across the school to eliminate bullying;
• incorporate anti-bullying activities into their classroom program;
• confidentially work with parents and students to resolve bullying situations;
• model appropriate behaviour and strategies.

We believe parents will:

• better understand and identify bullying and feel more confident in supporting their children and the school;
• more readily inform the school of bullying incidents;
• understand the processes employed by the school to eliminate bullying;
• model appropriate behaviour and strategies; and
• believe the school to be a happy and safe learning environment.

COMMUNICATION

The Anti Bullying Plan will be presented at a P&C meeting for discussion and ratification.

Once ratified, the school community will be informed in the school newsletter that the plan has been placed on the school web-site.

A report regarding the effectiveness of the plan will be included in the Annual School Report.
APPEAL PROCEDURES
Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached. Phone Sydney Region, Bondi Office on 9298 6900.

While most complaints can be resolved informally, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint. The document “Complaints Handling Guidelines” sets out the framework for a professional response according to the seriousness of the suggestion, complaint or allegation. These guidelines can be accessed on the Pagewood PS web-site, in the Our School/Rules and Policies section.

REVIEW
This plan will be reviewed every three years. The next review is due by the end of 2014. Data used to evaluate the effectiveness of the plan could include:
- Incident reports, complaints and discipline referrals involving bullying of any type.
- Parent complaints about bullying
- Reports of playground incidents – nature, location and number
- Referrals to the school Learning Support Team for students who are identified as being at risk of developing long-term difficulties with social relationships or have experienced bullying or engaged in bullying behaviour.
## Anti-bullying PD/H/PE Syllabus Outcomes

### Early Stage One

**Communicating**
- COES1.1: Expresses feelings, needs and wants in appropriate ways

**Decision Making**
- DMES1.2: Identifies some options available when making decisions

**Interacting**
- INES1.3: Relates well to others in work and play situations

**Problem Solving**
- PSES1.5: Seeks help as needed when faced with simple problems

**Growth and Development**
- GDES1.9: Identifies how people grow and change

### Stage 1

#### Knowledge and Understanding
- IERS1.11: Identifies the ways in which they communicate, co-operate and care for others

#### Values and Attitudes
- V1: Refers to a sense of own worth and belonging

#### Skills: Communicating
- COS1.1: Communicates appropriately in a variety of ways

#### Interacting
- INS1.3: Makes positive contributions in group activities

#### Decision Making
- DMS1.2: Recalls past experiences in making decisions

### STAGES 2 & 3

#### Interpersonal Relationships

**Stage 2**
- IRS2.11: Describes how relationships with a range of people enhances well-being

**Stage 3**
- IRS3.11: Describes roles and responsibilities in developing and maintaining positive relationships

#### Values and Attitudes

**Stage 2**
- V2: Respects the rights of others to hold different values and attitudes from their own

**Stage 3**
- V3: Enjoys a sense of belonging

#### Skills

**Communicating**

**Stage 2**
- COS2.1: Uses a variety of ways to communicate with and within groups

**Stage 3**
- COS3.1: Communicates confidently in a variety of ways

**Interacting**

**Stage 2**
- INS2.3: Makes positive contributions in group activities

**Stage 3**
- INS3.3: Acts in ways that enhance the contribution of self and others in a range of co-operative situations

**Decision Making**

**Stage 2**
- DMS2.2: Makes decisions as an individual and as a group member

**Stage 3**
- DMS3.2: Makes informed decisions and accepts responsibility for consequences

## APPENDIX 2

### FICTION BOOKS IN SCHOOL LIBRARY TO SUPPORT TEACHING PROGRAMS IN ANTI-BULLYING

- Susan Gervay: *I am Jack*
- Anna Fienberg: *Tashi and the Golem*
- Paul Jennings: *The Gizmo Again*
- Elizabeth Lindsay: *Snow Bandits*
- Anthony Browne: *Willy the Wimp*
- Norman Jorgensen and James Foley: *The Last Viking*
- Sharon Greenaway: *Bowled Over! (PM Plus Level 25)*
- Jenny Giles: *Look Out! (PM Plus Level 15)*
- Jenny Giles: *Jordan’s Football (PM Plus Level 12)*
- Peter Zafris: *Tiny T Saves the Day*
- Peter Zafris: *Dot Spots a Surprise Ending*
- Peter Zafris: *Anton Acts Up*