



Education &
Communities

Anti-bullying Plan

Carroll Public School





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

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.

At Carroll Public School, we recognise that bullies are everywhere, not just in our schools. To deal with the problem, collaboration between the school, teachers, parents, students and the broader community is essential. Children need to learn how to deal with school bullies so that they can develop the social survival skills to deal with the bullies they may meet outside of the school environment, and in adult life.

Research indicates that despite doing all we can to prevent bullying there will still be bullies. Therefore we need to teach our students the skills required to protect themselves and avoid being bullied.

This policy will be explicitly taught to teachers, parents and students at all stages. Parent and community information sessions will be held and staff will be made aware of their personal responsibilities and processes as defined in the policy.

By working together, the students, teachers and parents of Carroll Public School can make a difference. We believe, based on research, that prevention strategies through education that involve the whole school community (students, staff and parents) are more likely to reduce bullying. Therefore, we will work in partnership to prevent bullying, reinforcing that bullying behaviour is not tolerated in NSW schools.

School Anti-bullying Plan – NSW Department of Education and Communities

The policy will be reviewed in 2019 in consultation with the community, staff, and student and parent bodies. Data from the school's Behaviour register, the school's Suspension register and anecdotal records will be considered. Analysis of frequency of reporting and type of bullying reported and how it was dealt with will be discussed. The plan will be adjusted according to need.

Statement of purpose

Carroll Public School promotes positive relationships that respect and accept individual differences and diversity within the whole school community. The school provides programs that develop self-discipline, and the skills of positive communication and conflict resolution in all students.

The staff, students and parents of Carroll Public School believe that respect, responsibility and safety are three areas that underpin effective discipline which ensures effective education.

The school actively works together with its community to foster a safe, supportive learning and working environment where bullying is not tolerated. The school promotes and maintains positive relationships through effective school, classroom and playground behaviour management programs and initiatives.

The collection of data drives the policies and processes of the schools' Discipline and Welfare Policy as well as the Anti-bullying policy. Data collected provides feedback and future directions regarding student behaviour.

The school aims to deal effectively with and prevent incidences of bullying through the provision of positive prevention strategies, and support for reporting and managing all forms of interactions that are not acceptable in the school environment.

- An increase in the number of students who report bullying behaviour;
- A reduction in the number of incidents involving bullying behaviour;
- Better performance in learning.

Protection

Definition

Bullying is repeatedly hurting another person who is less powerful—either physically or psychologically. Bullying can take many forms. We consider the following behaviour to be bullying:

1. **Physical:** any form of violence or threat, intimidation, e.g. hitting, punching, shoving, pinching, tripping, kicking, scratching, spitting, or damaging, hiding or stealing belongings, throwing objects at someone, or unwanted sexual contact.
2. **Verbal:** name calling, taunting, put-downs, sarcasm, spreading rumours, persistent teasing, intimidation, insults, threats.
3. **Indirect Social/Psychological spreading:** rumours, gossiping about or embarrassing someone, making fun of someone, using threatening or inappropriate looks or gestures, excluding or threatening to exclude from groups, ignoring, ostracising or alienating.
4. **Cyber (Online Bullying):** verbal and indirect social/psychological bullying through the use of technology such as emails, blogs, websites, mobile phones etc. including:

- *Flaming:* online fights using electronic messages with angry or vulgar abusive messages (e.g. via texts or emails).
- *Harassment:* repeatedly sending nasty, mean and insulting messages.
- *Denigration:* posting or sending gossip / photos/ video or rumours about a person to damage his/her reputation or social relationships.
- **Outing:** sharing someone's secrets or embarrassing information or images / video online.
- *Exclusion:* intentionally and cruelly excluding someone from an online group chats or other communication.
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.
- **Deception:** assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- **in Gaming:** repeatedly, and for no strategic reason, attacking players in online gaming.

Bullying behaviour typically contains seven elements

1. An initial desire to hurt.
2. Bullying desire is acted out and some form of bullying is perpetrated.
3. This action is hurtful.
4. There is an imbalance of power—the bullying behaviour is stronger and more powerful than the victim's behaviour, either physically or psychologically.
5. There is no justification for the action—i.e. the victim has done nothing to deserve such treatment.
6. It is persistent and repeated.
7. The person bullying derives enjoyment from hurting the victim.

In keeping with the above definition, “one off” incidents involving social isolation, conflict, random acts of aggression / intimidation or meanness are not defined as bullying.

At Carroll Public School, we adopt the following strategies to prevent bullying:

- Explicit teaching of positive behaviours embedded within the curriculum addressing positive relationships, conflict resolution, resilience, bystander action, etc.
- Vigilant classroom, playground and transition supervision. Teachers are to actively supervise children at all times. Teachers should note supervisory duties for the day and turn up promptly.

At Carroll Public School, all students are expected to:

- Behave appropriately, respecting individual differences and diversity. ‘Be assertive – tell the bully what behaviour they don’t like, how it makes them feel and what they want to happen.
- Make it clear to their peers that bullying is not accepted.
- Tell someone – friends, teachers, or Principal.
- Tell a teacher, or Principal if the perpetrator/s continues.
- Ask to see the Principal directly to report incidences of bullying if the teacher is busy with other playground issues, or if they would prefer to do so.
- Not retaliate, and not bully others.
- Develop “emotional intelligence”, including the ability to read body language, to sense mood, to be intuitive and empathetic.
- Surround themselves with good friends, for support and so that they are less of a target.
- Report if they see someone else being bullied.
- Understand a bully - what inadequacies might the bully have that causes them to behave this way - a great way to begin to solve the problem.
- Believe in themselves, and not what the bully says about them.

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At Carroll Public School, all staff are expected to:

- Model safe, positive and respectful behaviours at all times.
- Adopt positive classroom management strategies and incorporate the anti-bullying message in the classroom.
- Teach units of work to help students understand what bullying is and what strategies to use to deal with bullying (as per outlined in this plan).
- Provide curriculum that supports students to develop an understanding of bullying and its impact.
- Be aware that bullying is happening and listen to people.
- Ensure students feel safe and valued.
- Respect and support students.
- Create a culture where it is acceptable and students are encouraged to report incidents.
- Deal with all reported and observed incidences of bullying as set out in this plan and the school's behaviour management plan and discipline policy.
- Report incidences of bullying to the Principal consistent with school welfare reporting procedures.
- Be obviously present on duty as a deterrent for possible incidents of bullying.
- Refer students who are bullied to the LST, chaplain, or school counsellor, and tell Principal in every instance.

All staff at Carroll Public School have the absolute “Duty of Care” responsibility to all students at all times.

All parents/caregivers are expected to:

- Support their children to become responsible citizens and to develop responsible online behaviour.
- Watch for signs their child may be being bullied.
- Read through the policy with their child/ren.
- Instruct their children to “tell” if they are bullied.
- Listen to their child without interrogation and encouraging their child to speak to their teacher, Principal at school.
- Speak with someone on the staff at Carroll Public School if they suspect their child is being bullied.
- Encourage child to follow procedures outlined.
- Encourage students to report incidents and assist them in adopting strategies to deal with bullying.
- Ask the child how they felt and discuss alternative course of action, such as acting more assertively.
- Contact the school Principal if they have a concern.
- Be involved in complex cases to come to a resolution.

Prevention

We have a number of strategies that are implemented to prevent bullying from occurring at Carroll Public School. These systems and processes clearly define behaviour expectations so that a positive climate of respectful relationships where bullying is less likely to occur is established and maintained.

These include:

- explicitly teaching & modelling of positive behaviours that reflect the school’s expectations and core values
- establishing and maintaining supportive and protective student welfare programs, including school reward systems, buddy learners and classes, and Student Leadership Program;
- teaching strategies to build student’s social skills & resilience in class PD lessons utilising *e-cyber safety* units and *Bullying No Way* resources;
- encouraging students, through regular reminders, to ‘dob’ (**don’t obey bullies**) and report bullying incidents involving themselves or others, including incidents of Cyber-bullying;
- empowering victims and witnesses to know when and how to report incidents of bullying and harassment, supported by clear and consistent communication via school newsletters, school slogans and posters, and literature;
- maintaining a register of behaviours, reviewed regularly by teachers and Principal;
- educating the whole school community around the identification of and bullying and cyber safety issues;

- frequently recognising students practising respectful and responsible behaviours;
- clearly defining and articulating consequences for non-compliant, inappropriate and/or bullying behaviour;
- reinforcing and communicating to whole school community of school's position of zero tolerance for bullying;
- explicitly teaching to empower students.
For example:

If a student is being bullied they should:

- Use a positive action if being bullied, (e.g. Five Finger approach)



1. Ignore
2. Talk friendly – use neutral language
3. Walk away
4. Talk firmly – respectfully tell them to stop
5. Report – to a parent, teacher, Assistant Principal or Principal

But if it's been going on for a while and these strategies don't work, students should:

- Talk to a friends and ask for support.
- Talk to parents.
- Talk to teachers including Principal.

If students see someone else being bullied, both at school, and on the way to and from school, they should:

- Try to change the subject.
- Tell the person acting like a bully to stop.
- Try to comfort and/or including the person who's being targeted.
- Talk to a teacher or Principal.

If cyber bullied, students should:

- Report any cyber-bullying to their teacher or Principal (do not delete any emails or make note of any websites).
- Not respond to the message or image.
- Save the evidence.
- Block and delete the sender.
- Report the situation to the website or Internet Service Provider
- Tell trusted people—friends, adults, teachers or parents, and police if necessary.

Early Intervention

Emphasis is on preventative and early intervention wellbeing programs that focus on the areas of social skills and peer support and promote resilience, life skills and protective factors.

- Curriculum including open discussions on anti-bullying strategies.
- At the commencement of the school year, each classroom teacher will clarify with their students, the School Policy on anti-bullying and the Student Code of Conduct.
- The Student Code of Conduct and the Anti-Bullying Policy and Procedures, as well as the Complaints Handling Policy can be viewed at any time on the school Portal.

- 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 behavior.
- Students 'at risk' will be referred to the Learning Support Team, chaplain or school counsellor. Teachers and Principal will monitor and support the student and implement proactive programs to develop their social skills. Class teachers will make adjustments to the student's learning program so they can access the curriculum.

This will include:

- the development and rehearsal of social stories and strategies for teaching/coaching and practice through role play and scenarios.
- development of an individual *Behaviour Support Plan* that details action to take to cope with difficult situations, e.g.

"The 5 Steps"

1. *Look the person in the eye*
2. *Say their name*
3. *Say "Stop it"*
4. *Say "I don't like it when..."*
5. *Walk away*

Response

- Bullying is viewed as a major breach of the school rules and behavioural expectations, and therefore follow-up action will align with our school Behaviour Management and Student Discipline Policy.
- Incidences of bullying are reported immediately to any teacher, Principal by students and/or parents.
- Any bullying incidences reported will be investigated and recorded by Teachers or Principal, and appropriate action will be taken promptly.

- Consequences for the perpetrators of clearly substantiated bullying behaviour will be imposed as outlined in the school's behaviour code and if necessary, suspension procedures.
- When a bullying incident is reported or observed the following procedures will apply:

Responding to Reported Incidence of Bullying

- Children involved speak with teachers or Principal about the incident.
- Where clearly substantiated, age appropriate and consistent sanctions for the student who is bullied (consistent with school's Behaviour Management Policy).
- Students' parents will be contacted and a warning given of the consequences for further incidences.
- Guidance and other support given to recipient of the bullying (e.g. re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking, etc.)
- Guidance and support given to 'bystanders', 'supporters' and witnesses of the bullying (e.g. intervention strategies, etc.)
- Victims of bullying will have access to School Counsellor for support if the need exists or the student so requests it.
- If it is noted that a student is repeatedly perpetrating bullying behaviours, a personal behaviour management plan will be developed for him/her in consultation with his/her parents to modify behaviour and reduce risk to other students (specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc.).
- In the case of cyber-bullying initiated through school accounts, the student may have their DoE account blocked for a period determined by the Principal-subsequent consequences for this behaviour determined in line with the school's discipline policy.

- Inform other staff of the incident.
- Monitor the behaviour of the children involved.
- If the child continues to bully, make an appointment to remind parent/carer of the policy and seek their cooperation in stopping the child from bullying other students. Develop an intensive behaviour management plan if necessary.
- If bullying behaviour does not stop, student may be suspended as per the school’s behaviour code and DoE policy documents.

Reporting Instances of Cyber-bullying

If students are being harassed online, they are encouraged to take the following actions immediately:

- Tell a trusted adult you trust. This can be a teacher, parent, older sibling or grandparent – someone who can help you to do something about it.
- Leave the area or stop the activity. People who bully get their kicks from knowing they’ve upset their target. Don’t let them know they’ve upset you, and you’ve taken away half their “fun”. Easier said than done when it’s face-to-face, but if it’s on your mobile or the Internet — easy!
- Block the sender’s messages. If you are being bullied through e- mail or instant messaging, block the sender’s messages. Never reply to harassing messages.
- Keep a record. Save any harassing messages and record the time and date that you received them.
- Advise your Service Provider. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber-bullying over their networks, or help you track down the appropriate service provider to respond to.
- Report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it’s a criminal

offence to use a mobile phone or any form of communication to menace or harass or offend another person.

Evaluating the Program

The plan and strategies put in place will be evaluated on an ongoing basis and will be formally reviewed at least once every three years by:

- noting if there has been a reduction in reported or observed incidences of bullying;
- noting if there has been a change in the ethos of our school. i.e. a culture within the school which makes it safe to “tell”-without fear of reprisals;
- surveying students to find out to what extent bullying is a concern.
- speaking to parents who have reported incidences to find out if the problem has been resolved.

Additional Information

If needed, further help can be obtained from:

Kids Helpline: 1800 55 1800

Bullying No Way! : www.bullyingnoway.com.au

Mind Matters: www.mindmatters.edu.au/

Kidsmatter: www.kidsmatter.edu.au

National Coalition Against Bullying: www.ncab.org.au

Cybersmart kids online: www.cybersmartkids.com.au

Principal's comment

Carroll Public School is an inclusive environment where diversity is celebrated and individual student differences are respected and valued.

The partnership between parents, caregivers, and students and the values and beliefs reflected in this policy are central to its success. All Carroll Public School students have the right to learn and play in a safe, harmonious, inclusive environment. The Carroll Public School community does not tolerate bullying or harassment. Respect for others is expected. The school reviewed this policy in 2018.

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Principal

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