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Charlestown East Public School

Bullying of Students – Prevention and Response Guidelines

Purpose

This procedure outlines our school's implementation of the Bullying of Students – Prevention and Response Policy (NSW Department of Education, 2011) and identifies the shared obligations for teachers, students, parents and carers.

Our School's Approach

Our school places the wellbeing of students as a high priority and is focused on developing a school environment that is safe and happy for the students. The school rejects all forms of bullying behaviours including online. The school Tree of Values Program is the basis for our whole-school, preventative approach to student wellbeing and is implemented across the school. The students are explicitly taught the expectations for behaviour and the values that underpin the school culture.

Bullying Defined

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline. Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property or stalking. Bullying is not a single incident or disagreement between peers.

Types of Bullying

'There are three types of bullying behaviour:

- Verbal bullying which includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- Physical bullying which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- Social bullying which includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person.'

'Bullying can be easy to see, called overt, or hidden from those not directly involved, called covert.

Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying.

Covert bullying can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with.' (Bullying No Way)

Responsibilities

Preventing and responding to bullying is the shared responsibility of all school staff, volunteers and contracted staff employed by schools, and students, parents and carers.



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Students

- Behave appropriately and treat others with respect
- Report incidents of bullying at school to a teacher as soon as possible
- Report incidents of bullying outside of school hours to a parent or carer as soon as possible
- Comply with the school rules
- Work collaboratively with staff and other students to resolve issues, showing honesty and fairness

Staff

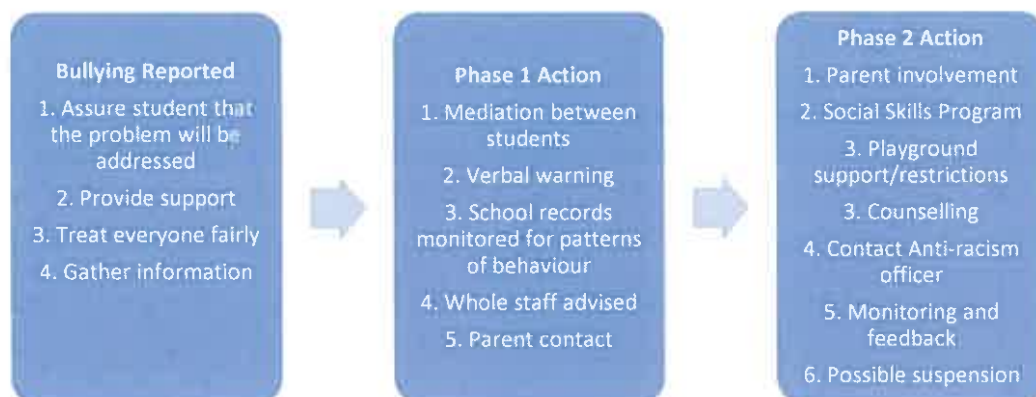
- Implement the school's anti-bullying plan
- Work collaboratively to maintain a safe, inclusive and supportive learning environment
- Model and promote appropriate relationships and behaviours
- Promote a school culture where bullying is not acceptable
- Teach students to identify, report and respond to bullying at school and online
- Manage reports of bullying and escalate matters to the principal (or delegate) when necessary
- Ensure safe and engaging play spaces

Parents and Carers

- Model and promote appropriate relationships and behaviours
- Support their children to respond appropriately to incidents of bullying
- Work in collaboration with the school to resolve reported incidents of bullying
- Communicate with school staff and the school community respectfully and collaboratively, as outlined in the 2018 School Community Charter
- Take responsibility for their child's use of digital devices and online services at home

Action School

In addition to the proactive measures that the school takes to address bullying at whole school level, staff address all reported incidents of bullying seriously. Staff gather information from a variety of sources to develop a clear understanding of the incident before making judgement and determining the course of action.





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Action Parents

If your child is being bullied

1. Listen calmly and get the full story
2. Reassure your child
3. Ask your child what they want to do and what they want you to do
4. Contact the school
5. Discuss and practise strategies to respond to bullying

If your child is bullying others

1. Focus on positive solutions
2. Talk with your child
3. Explain why bullying is unacceptable
4. Consider what else might be happening for your child
5. Teach conflict resolution skills
6. Discuss the behaviours with the school
7. Get more help for your child

If your child has seen bullying

1. Encourage your child to talk about what happened
2. Talk about being a supportive bystander
3. If your child tells you that the bullying is continuing or increasing, contact the school

Appendix 1: Resources

www.bullyingnoway.gov.au

www.antibullying.nsw.gov.au

www.kidshelpline.com.au

www.headspace.org.au

www.au.reachout.com

'Anti-bullying interventions in schools – what works?' (Centre for Education Statistics and Evaluation, 2017)

Bullying of Students – Prevention and Response Policy (NSW Department of Education, 2011)

Behaviour Code for Students (NSW Department of Education)

Michelle Unterrheiner
Principal
February 2020

Charlestown East Public School

Anti-bullying Plan 2020

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Charlestown East Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

| Dates | Communication topics |
|----------|--|
| Term 1-4 | CEPS News presented at weekly assemblies, reinforcing Tree of Values |
| Term 1 | National Day of Action Against Bullying |
| Term 1 | Harmony Day and Blue Day for Autism |
| Term 2 | NAIDOC Day |

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

| Dates | Communication topics and Professional learning |
|---------|--|
| Term 1 | Review of Student Wellbeing Guidelines and Tree of Values Program |
| Weekly | Whole staff communication regarding recent incidents, patterns of behaviour |
| Ongoing | PDHPE syllabus - professional learning and collaborative planning of units of work |
| | |

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

The CEPS Professional Support Guidelines is a document that describes the strategies that are implemented to provide an induction for new teachers to the system, which can be applied to teachers who are new to the school. Beginning teachers nominate a mentor who meets regularly with the teacher to provide support and orientate them to school and department procedures and policies. All casual staff are provided with a document on arrival with an overview of school procedures, with specific information provided to inform the teacher of any recent incidents between students worthy of monitoring.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1. Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

| Dates | Communication methods and topics |
|-----------|--|
| Terms 1-4 | Update to school policies are communicated at the P&C, in the newsletter and on the website |
| Term 1 | Information about the National Day of Action Against Bullying is communicated in the school newsletter |
| Terms 1-4 | Details of the focus of the week from the Tree of Values Program is included in every newsletter |
| Terms 1-4 | Timely and detailed communication is provided to parents following an incident |

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

Whole school reward system that reinforces the Tree of Values.

Random acts of kindness are regularly identified by all members of the school community and are acknowledged with a 'bucket filler' award at assembly and in the newsletter

A staff member is trained as an Anti-Racism Officer.

Learning environments are organised, safe, engaging and positive.

Student voice is valued and encouraged, formally through weekly parliament. This is accessible to all students K-6.

Zones of regulation is implemented in all support classes.

Community events are valued and there are regular opportunities for staff, students and parents to come together.

Completed by: Michelle Unterrheiner in consultation with parent representatives, M Hammond and R Howard

Position: _____

Signature: _____

Michelle Unterrheiner

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Date: _____

Principal name: _____

Michelle Unterrheiner

Signature: _____

Michelle Unterrheiner

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Date: _____



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.