Anti-bullying Plan
Sutherland North 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.

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.

- A staff committee will develop a draft plan. This will be presented to whole staff for discussion and input.
- Students will be consulted via the Student Parliament for discussion and input.
- The school community will be consulted through the parent representative body, the P&C and through a parent workshop at school.
- The plan will be put on the school’s website for further comment before being ratified.

Statement of purpose

At Sutherland North Public School we believe all students, staff and parents have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, discrimination and victimisation. Respect and tolerance of others is valued at Sutherland North Public School. Positive relationships are fostered through strong welfare programs and high expectations of exemplary behaviour are maintained at all times. Underpinning all our school policies and programmes are our core values:

- Safety
- Care
- Respect
- Fairness
- Participation

Protection

At Sutherland North Public School, **bullying** is defined as 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. Conflicts or fights between equals and single incidents are not defined as bullying. Bullying takes many forms. Sutherland North Public School considers the following behaviours as examples of bullying:

**Physical:**

- Pushing/shoving
- Hitting/punching
- Kicking/scratching/tripping
- Throwing objects
- Taking other’s belongings/stealing from others
- Damaging/hiding other’s property
- Spitting at others
- Intimidation

**Verbal:**

- Threatening
- Name calling/teasing/putdowns/sarcasm
- Swearing at/abusing/insulting others
- Ridicule (making fun) of another person because of their actions, appearance, physical differences, religious beliefs or cultural background

**Indirect/Social/Psychological:**

- Spreading rumours/ostracising
- Excluding/ignoring/alienating others
- Writing notes
- Making inappropriate/unpleasant gestures

**Cyber bullying:**

- Flaming – heated exchange
- Harassing and threatening messages
- Denigration – sending malicious SMS and email messages, pictures or prank phone calls, “Slam Books” (websites or negative lists)
- Impersonation – using a person’s screen name or password eg message to hate group with personal details
- Outing or trickery – sharing private personal information, messages, pictures with others. Posting “set up” images/videos
- Ostracism – intentionally excluding others from an online group eg knocked off buddy list
- Sexting – sharing explicit material via mobile phone

At Sutherland North Public School we are committed to maintaining a positive climate of respectful relationships where bullying is less likely to occur. To achieve this, the whole school community has a responsibility to take positive and consistent actions to deal effectively with bullying.

**Staff Responsibilities:**

**School staff has a responsibility to:**
- model appropriate behaviour at all times
- have a better understanding of bullying behaviours and apply intervention methods confidently
- respond in a timely manner to incidents of bullying according to the school’s Anti-Bullying Plan
- implement school programmes which promote positive relationships that incorporate strategies to deal with bullying
- have knowledge of school and departmental policies relating to bullying behaviour
- confidently work with parents and students to resolve bullying situations.

**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
- document incidents of bullying as outlined in ‘Reporting’.

**Student Responsibilities:**

Students have a responsibility to:
- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens and bystanders

**Parents and Caregivers:**

Parents and Caregivers have a responsibility to:
- have a better understanding of and ability to identify bullying
- support their children to become responsible citizens and to develop responsible school and on-line behaviour
- be aware of the school’s 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.

**The School Community:**

All members of the school community have the responsibility to:
- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- positively support the school’s Anti-Bullying Plan through words and actions
- work collaboratively with the school to resolve incidents of bullying when they occur
- report incidents of school-related bullying behaviour to the school, consistent with the school Anti-Bullying Plan.

Sutherland North Public School Anti-Bullying Plan – NSW Department of Education and Communities
Prevention

Strategies to prevent bullying include:
- Teaching skills and understandings that will lead to reducing and eliminating bullying behaviours
- Explicit teaching of the School’s Core Values and associated behaviours
- Social skills programme taught K-6
- Peer Support and Peer Mediation programmes
- School rules and class rules
- Information dissemination through the school Schooltalk Newsletter and the school website.

Sutherland North Public School is embedding anti-bullying messages across the curriculum K-6 by:

1. Classroom and school practices promoting respectful relationships:
   - Teaching, revisiting and reinforcing the school and class rules
   - “Bouncing Back” program which promotes and teaches positive bystander behaviour
   - Peer Mediator Program
   - School Parliament
   - A Buddies program in Kindergarten
   - Explicit teaching of the school’s core values.
   - Items in the weekly Schooltalk newsletter
   - Annual celebration of White Ribbon Project – “Not Violent, Not Silent”
   - Acknowledgement of cultural festivals e.g. NAIDOC week Ramadan; Chinese New Year, Harmony Day etc.
   - Teaching units e.g. Child Protection, Personal Development, Health
   - High School Transition Program
   - New Arrivals Program

2. Training and development for staff and community to enable all school community members to recognise and respond to bullying, harassment and victimisation:
   - Parent workshops
   - Staff professional learning
   - ‘Schooltalk’ newsletter.

Early Intervention

At Sutherland North Public School, students who are identified as being at risk of developing long-term difficulties with social relationships, and those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour will be involved in one or more of the following:

- Referral to the Learning Support Team
- Counsellor support
- Individual behaviour management plan and programme
- Regular reviews with parents/caregivers
- Playground behaviour monitoring card (if appropriate)
- Reflection of behaviours as per Peer Mediation/’Stop, Think, Do’
- Anti-Bullying Programs K-6
- Peer Support and Peer Mediation
- Buddies in Kindergarten
- School award system
- Annual workshop with police/school liaison officer re cyber bullying and the legal ramifications for parents and Stage 3 students
- Values Education K-6
- Gotcha Playground Incentive Program for positive behaviour
- Social Skills Programs K-6.

Response

The whole school community is empowered to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders. Sutherland North Public School is committed to:

- Provide workshops for parents and students to train them in the recognition and reporting of school based bullying
- Publicise clear procedures for reporting incidents of bullying to the school
- Respond to incidents of bullying that have been reported to the school quickly and effectively
- Match a planned combination of interventions to the particular incident of bullying
- Educate bystanders in how to take positive steps to intervene, condemn and report bullying
- Provide regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of incidents.
- Provide support to any student who has been affected by, engaged in or witnessed bullying behaviour.

Supporting Positive Playground Behaviour
This information is only an illustration to give students, parents and teachers an example of behaviours and potential responses by the school. This list is by no means definitive. The Principal may use discretionary authority to vary the degree and nature of the school’s response in individual matters.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Potential Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays in a cooperative manner</td>
<td>Acknowledgement by the duty teacher</td>
</tr>
<tr>
<td>Plays sensibly</td>
<td>Playground Gotcha tokens</td>
</tr>
<tr>
<td>Plays in the correct areas</td>
<td></td>
</tr>
<tr>
<td>Follows the directions of the teacher</td>
<td></td>
</tr>
<tr>
<td>Helps others to join in games and activities</td>
<td></td>
</tr>
<tr>
<td>Resists bullying behaviours</td>
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</tbody>
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**Behaviour Book: Mild** and **Moderate** behaviours must be recorded. After three negative incidents a notification letter will be sent home informing parents.

**Mild Concern**

<table>
<thead>
<tr>
<th>Potential Consequences</th>
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</thead>
<tbody>
<tr>
<td>Recorded in Class Behaviour Book</td>
</tr>
<tr>
<td>Counselling</td>
</tr>
<tr>
<td>Time out</td>
</tr>
<tr>
<td>Community service</td>
</tr>
<tr>
<td>Loss of privileges</td>
</tr>
<tr>
<td>Recorded in Notification Book</td>
</tr>
<tr>
<td>Referred to Learning Support Team</td>
</tr>
</tbody>
</table>

**Repeated offences increase behaviour to severe level**

**Moderate Concern**

<table>
<thead>
<tr>
<th>Potential Consequences</th>
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</thead>
<tbody>
<tr>
<td>Immediate intervention and removal from common areas.</td>
</tr>
<tr>
<td>Parents notified immediately – Notification Book</td>
</tr>
<tr>
<td>Suspension</td>
</tr>
<tr>
<td>Level placement</td>
</tr>
<tr>
<td>Police involvement</td>
</tr>
<tr>
<td>Referred to Anti Racism Officer</td>
</tr>
<tr>
<td>Referred to Learning Support Team</td>
</tr>
</tbody>
</table>

**Severe Concern**

<table>
<thead>
<tr>
<th>Potential Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biting</td>
</tr>
<tr>
<td>Fighting - serious acts of violence</td>
</tr>
<tr>
<td>Serious disrespect to a teacher</td>
</tr>
<tr>
<td>Leaving the school grounds</td>
</tr>
<tr>
<td>Use of an object to threaten others</td>
</tr>
<tr>
<td>Refusal to follow a teacher’s instruction</td>
</tr>
<tr>
<td>Cyber Bullying</td>
</tr>
<tr>
<td>Possession of an illegal drug or misuse of a legal drug</td>
</tr>
<tr>
<td>Racism, harassment.</td>
</tr>
</tbody>
</table>

**Additional Information**

Contacts:
- Sutherland School Liaison Police Officer: 95420899
- Kids Helpline 1800 55 1800
- School Safety and Response Hotline 1300 363 778
- Department of Community Services Helpline 133627
Principal’s comment
At Sutherland North Public School we seek to provide a quality learning environment which is inclusive, safe and secure and free from bullying, harassment, intimidation and victimisation.

Our Anti-Bullying policy, which has been developed in consultation with staff, students and parents, reflects the Department of Education and Communities’ Bullying: Preventing and Responding to Student Bullying in Schools Policy (2011).

Underpinning our policy are the school’s core values:

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Student Rights</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td>I have the right to feel safe and secure in the classroom and playground.</td>
<td>I am responsible for working and playing safely with peers in the classroom and playground.</td>
</tr>
<tr>
<td>CARE</td>
<td>I have the right to be educated in a caring and supportive learning environment.</td>
<td>I have the responsibility of caring for other people, my classroom and the playground environment.</td>
</tr>
<tr>
<td>RESPECT</td>
<td>I have the right to belong and feel respected. I have the right to be treated with respect, understanding and tolerance.</td>
<td>I have the responsibility to respect and cooperate with all members of the school community.</td>
</tr>
<tr>
<td>FAIRNESS</td>
<td>I have the right to speak and to be heard. I have the right to be treated fairly and equitably.</td>
<td>I have the responsibility to listen to others and treat others fairly and equitably.</td>
</tr>
</tbody>
</table>

This partnership between the school, students and their families is based on a shared commitment to provide opportunities for students to take responsibilities for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parents or carers is an important feature of discipline in government schools.

Student Discipline in Government Schools (2006)

Leanne Noon Principal

School contact information
Sutherland North Public School
12-18 Auburn St Sutherland North 2232
Ph: 9521 2226
Fax: 9545 1715
Email: sutherlann-p.school@det.nsw.edu.au
Web: www.sutherlann-p.schools.nsw.edu.au