Anti-bullying Plan
Gundagai 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.

The effectiveness of the plan will be reported to the community annually via the newsletter, with a review taking place after three years. The review will provide opportunities for reflection and renewal. It will include gathering data relating to patterns and trends of reporting incidents, reoccurring incidents with the same victim and perpetrator, suspension data, age and gender trends.

Statement of purpose

Gundagai Public School is an inclusive environment which affirms diversity and respects the individual differences of all students, employees, parents, caregivers and community members.

Students, employees, parents, caregivers and community members have the right to learn grow and work in an environment free from the fear of bullying, harassment, intimidation and victimisation.

The focus of quality education at Gundagai Public School is for all students to learn and grow with confidence and security through quality learning programs developed within a context of student welfare.

The purposes of Gundagai Public School’s Anti-bullying Policy are:

- To strengthen the ethos within the School which respects the rights of the victim and offers support to individuals who choose bullying behaviour.
- To continue to encourage students to notify others of bullying issues.
- To provide pathways for responding to incidents of bullying.
- To continue to implement programs within the School Curriculum which support children in the process of reporting, mediating and resolving bullying issues.
- To maintain awareness within the student body and wider community of the School’s Policies towards bullying and the specific nature of bullying behaviours.
- To provide students with appropriate avenues for notification of bullying which respect the privacy and confidentiality of the victim in the initial stages of reporting.
- To maintain awareness within the student body and wider community that reducing incidents of bullying at school is a responsibility shared by staff, students, parents and community volunteers.
- To maintain positive pathways of communication so that Students, Parents and Community members are encouraged to offer contributions towards Anti-bullying Strategies and management procedures in the form of surveys and/or meetings.
- To activate the processes within the Student Welfare Policy if bullying persists or a satisfactory resolution is not reached.

Protection

The school will provide information to students and parents:

identifying all forms of bullying behaviours, including cyberbullying,
• signs to look for to determine if their child is being bullied
• what to do and what not to do if their child is being bullied
• what to do and what not to do if their child is bullying others

Gundagai Public School will communicate this information to parents and caregivers via the School Newsletter, during Parent/Teacher Information Sessions or with interviews with individual parents.

Students can expect to be safe at school and when travelling to and from school, free from fear of bullying, harassment, intimidation and victimization. As partners in your child’s learning, it is important to actively promote appropriate behaviours and support consequences for inappropriate behaviours. Gundagai School shares the responsibility with students, parents and caregivers, community members and school staff to prevent and respond to bullying behaviour.

The Positive Behaviour for Learning (PBL) program promotes a cooperative school community of learners, who, with compassion and respect, support each other so that all can achieve success. This is achieved by encouraging students to follow the school’s values of:

Learning | Responsibility | Safety
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Prevention

Student awareness and responses to bullying issues is implemented and monitored through:

• Implementing Cool Kids strategies across the school
• Implementing Peer Support in Term 2&3 of each year
• Explicit classroom teaching programs through Positive Behaviour or Learning (PBL) and incorporating programs such as Caldwell Units, Circle Time, Cybersafety, Child Protection Curriculum, PDHPE Curriculum.

• Student awareness/expectation that bullying incidents will be acted upon by the school promptly
• Offering students a range of pathways for reporting bullying. Eg class teacher/principal, telling a friend, who supports the notification, telling a parent who notifies the school, written statement
• Surveys of parents, caregivers, staff and students
• Anti-bullying messages are embedded within the school day-to-day activities across all KLA’s through Literacy and explicit teaching programs

Early Intervention

Gundagai Public School recognizes the importance of early identification of students who may be ‘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.

Students may be referred to the Learning Support Team for additional support or to the School Social Worker or School Counselor

Patterns of behaviours are identified through the schools data system (SENTRAL) and classroom monitoring systems. Trends will be acted upon by reviewing current programs, additional explicit teaching and could lead to a review of the Anti-bullying Plan.
**Procedures for Reporting Bullying**

**Students**
- A student who witnesses an incident of bullying should inform their teacher.
- A victim of bullying should inform their teacher or a trusted friend who could support them to make a report.

**Parents/Caregivers**
- If the alleged bullying took place in the classroom, contact the class teacher.
- If the alleged bullying took place in the playground, contact the class teacher who will report it to the principal.
- Give the school a chance to handle the situation.
- Students and the school community will be made aware of these procedures through assemblies, class discussions and newsletters.

**School**
- School will notify parents/caregivers (of victim and perpetrator) of bullying incidents and will encourage cooperation to resolve the situation.

**Response**

Strategies are implemented to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

**Strategies for Dealing with Bullying:**
- Regularly maintain a pro-active approach and re-visit anti/bullying programs to heighten awareness of the School Policy for Anti-Bullying.
- Follow departmental procedures and guidelines when dealing with bullying issues.
- Intervention. Staff to record details of incident.
- Offer the victim and perpetrator strategies to resolve the issue. Eg class meeting, peer mediation etc.
- Offer the victim opportunities for follow-up meetings to ensure the bullying behaviour has ceased.
- If bullying persists, engage the processes within the School Welfare Policy.
- Inform parents/care-givers of victim and perpetrator of the processes activated thus far.
- Access to Departmental Appeal procedures for students, parents, care-givers, if matters remain unresolved.
- Contact with the child Wellbeing Unit and/or Community Services where appropriate.

**Gundagai Public School’s Anti-bullying Plan is available to the community via the school’s website.**

**Additional Information.**

Gundagai Public School will collaboratively review the Anti-Bullying Plan with the school community every three years.

Further information is available from the following:

**Education:**
• Anti-Bullying information [http://www.kidscape.org.uk/]

Additional support
• Centrecare  [http://www.centacarewagga.org.au/]

Further support and Advice

• School Councillor
• Department of Education and Communities - Student Services - 69373800
• POLICE YOUTH LIAISON OFFICER - phone your local police command and ask to speak with a Youth Liaison Officer
  02 69 222599

Principal’s comment
Enter a comment from the principal as the leader of the school team that developed the plan.

Enter the names and positions of each member of the school team that developed the plan.

Vicki Somerville  Principal
Jesse Wheaton  Assistant Principal
Rebecca Fiddes  PBL Coach

The Anti-Bullying Plan – NSW Department of Education and Communities