

# **SAMUEL GILBERT PUBLIC SCHOOL**

## **ANTI-BULLYING PLAN 2005**

### **POLICY STATEMENT**

#### **DEFINITION OF BULLYING BEHAVIOUR:**

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the use of power in relationships. Bullying can involve all forms of harassment (including gender, race or disability), domination and intimidation of others. However a one off experience may also be traumatising and severe.

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, ostracizing, alienating, making inappropriate gestures
- psychological eg. Spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages and inappropriate use of camera phones.

#### **STATEMENT OF PURPOSE:**

Students attend Samuel Gilbert Public School to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community. (School Vision)

Any inappropriate behaviour that disrupts teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of our wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

#### **RIGHTS AND RESPONSIBILITIES:**

Students, staff and parents/caregivers all have responsibilities and roles in preventing and dealing with bullying within the school and its community.

#### **STUDENTS HAVE A RESPONSIBILITY TO:**

- behave appropriately, respecting individual differences and diversity *in accordance with the school's current Student Welfare Policy*
- refuse to participate in any bullying situation
- report all incidents of bullying to a member of staff.

#### **TEACHERS HAVE A RESPONSIBILITY TO:**

- Respect and support students in all aspects of their learning
- Model appropriate behaviour
- Implement learning experiences that address key understandings and skill relating positive relationships, safety, gender equity, discrimination, bullying and harassment
- Reinforce appropriate strategies for students to deal with incidents of bullying consistent with the school's Anti-bullying Plan eg Child Protection, PD, APEEL program K-2
- Respond in an appropriate and timely manner to all reports and incidents of bullying.

**DEPUTY PRINCIPAL HAS A RESPONSIBILITY TO:**

- Investigate all incidents of bullying reported by students, staff and parents/caregivers
- Maintain a record detailing reports and incidents of bullying and administer consequences as outlined in the school's Anti-bullying Plan – Orange Cards
- Bullying separate registry

**PARENTS AND CAREGIVERS HAVE A RESPONSIBILITY TO:**

- Support their children in all aspects of their learning
- 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's Anti-Bullying Plan
- Watch for indicators of possible bullying (not wanting to attend school, missing equipment, wanting extra money, damaged clothing, bruising, cuts or other injuries)
- Contact the school and advise a staff member, Deputy Principal or Principal of bullying incidents
- Support the school in the resolution of incidents of bullying.

**PROCEDURES FOR REPORTING INCIDENTS OF BULLYING:**

- Bully Box
- Students to Class Teacher
- Students to Deputy Principal
- Parents to staff
- Teachers to Deputy Principal

**RECORD OF BULLYING:**

- Consequences for Abdicating Responsibilities IN CLASSROOM and IN PLAYGROUND including incidences of Bullying, as stated in the Student Welfare Policy flowcharts.
- Register of Bullying kept by Deputy Principal of both victims and perpetrators (passive and active)
- Orange card sheet completed for serious incidents.

**CONSEQUENCES OF BULLYING BEHAVIOUR:**

- As for **Dealing with Misbehaviour including Incidences of Bullying**, see Flow Chart
- **Mediation among all parties**, led by Deputy Principal.

**PLEASE NOTE:**

**In line with DET guidelines, if behaviour is considered to warrant higher order action, a student may be suspended from school**

**If this action is deemed necessary, parents/caregivers will be notified immediately by phone and in writing by the Deputy Principal or Principal.**

**STRATEGIES TO PREVENT AND MANAGE BULLYING BEHAVIOUR:****Class Programs and Practices**

- All class programs will include appropriate learning experiences from the respective sections within the Personal Development, Health and Physical Education syllabus and other Key Learning Areas to encourage proactive measures to prevent and respond to bullying
- Class teachers will consistently reinforce strategies to ensure appropriate student responses to bullying and harassment.

### **School Programs and Practices**

The school implements a variety of programs and practices that promote positive relationships, mutual respect and self-discipline.

These include:

- regular evaluation and updating of the School Discipline Policy that was developed in collaboration with the whole school community
- regular staff training and development in regard to student welfare issues
- regular and consistent monitoring of all aspects of student welfare through weekly Learning Support Team (L.S.T) meetings
- daily monitoring of playground behaviour
- weekly reporting of student welfare concerns at executive staff meetings
- student welfare discussions at weekly staff meeting
- cross stage peer support programs throughout the year
- peer mediation training of senior students and the implementation of peer mediation support for K-6 students
- two students from all classes Years 2-6 as representatives on the Student Representative Council (SRC) provided with opportunities to discuss student concerns/issues at fortnightly SRC meetings
- recognition of student achievement and citizenship at class and school level through weekly assemblies, school newsletter and special presentation assemblies
- teach and encourage resilience through programs such as “Bounce Back”.

### **COMMUNICATION TO PARENT AND CAREGIVERS:**

The school values a close working relationship with parents/caregivers in promoting a safe and happy school environment conducive to quality educational experiences and opportunities for students. For the purpose of ensuring an effective school Anti-Bullying Plan, all parents/caregivers will be:

- provided with copies of the Anti-bullying Plan
- encouraged to report bullying incidents to the school
- ensured that bullying incidents will be taken seriously and responded to in an appropriate manner
- invited to provide feedback as to the effectiveness of the Anti-bullying Plan so that informed evaluation can occur.

### **MONITORING AND EVALUATION OF THE SCHOOL ANTI-BULLYING PLAN:**

This anti-bullying Plan will be reviewed on a regular basis so that it will reflect the school’s current teaching and learning practices and student needs. Strategies to review the school Anti-bullying Plan include:

**Regular monitoring of the Bullying Incident Record to effectively gather and analyse relevant information on the nature and extent of bullying and harassment occurring within the school.**

This information will be used to

- drive discussions at executive meetings, LST meetings and staff meetings to determine future direction
- evaluate the extent to which the school’s Anti-bullying Plan has been effective in addressing bullying and harassment and promoting a safe and secure environment
- student, parent/caregiver and staff surveys to identify need for amendments.

## **STRATEGIES TO SUPPORT THE ANTI BULLYING PLAN AT S.G.P.S.**

1. Promote a kind, caring, supportive classroom climate
2. Promote a kind, caring, supportive playground climate
3. Promote a kind, caring, supportive whole school climate

This can be achieved through the following strategies and programs at Samuel Gilbert Public School.

- **Classroom rules** – developed jointly by children and teacher
- **APEEL K-2**
- **Incidental and explicit** class discussions
- **Explicit Anti Bullying lessons** to promote a shared understanding of all aspects in the Anti Bullying Plan – Definition, types of Bullying Behaviour, Rights and Responsibilities, consequences and the subsequent plan to facilitate changes in the behaviour.
- **Year 6 Leadership Day** – Anti Bullying component
- **K-6 Anti Bullying Program** from a variety of sources
- **Publicity** – Creation of Anti Bullying slogans and posters by students to be posted annually around the school.
- **DET approved incursion** for K-6 students each year
- **Linkages** drama input with Castle Hill High School

## **RESOURCES:**

- Friendly Kids, Friendly Classrooms
- Heartmasters
- Posters
- Videos
- APEEL
- Circle Time
- Bounce Back
- DET approved performances.

**December, 2005 Welfare Committee**