



TENAMBIT PUBLIC SCHOOL

ANTI-BULLYING POLICY

POLICY STATEMENT

Tenambit Public School is committed to creating and maintaining a school culture that values and practices an anti-bullying ethos and empowers all members of the school community to deal successfully with bullying.

STATEMENT OF PURPOSE

Tenambit Public School has developed a whole school anti-bullying program and policy to raise the school communities' awareness that bullying has a detrimental effect on individuals and that parents, students and teachers, have a shared responsibility when dealing with bullying behaviour.

BULLYING – A SHARED UNDERSTANDING

Bullying can be defined as intentional, repeated behaviour by an individual or groups of individuals that causes distress, hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender) humiliation, domination and intimidation of others.

Dept of Education & Training - 2005

Bullying contains seven key features: (Rigby 1996)

- an intention to be hurtful
- this intention is carried out
- the behaviour harms the target
- the bully overwhelms the target with his or her power
- there is often no justification for the action
- the behaviour repeats itself again & again
- the bully derives a sense of satisfaction from hurting the target.

Bullying comes in many forms. It is important that the school community can identify the bullying behaviours so that they can report accurately what is happening and how they are affected.

Physical Bullying: kicking, fighting, punching, hitting, shoving, pinching, abusive gestures and moving in close to the targets personal space.

Verbal Bullying: teasing, swearing, put-downs, spreading nasty rumours, stand over tactics, abusive phone calls.

Extortion: blackmail, forcing the target to give money or materials.

Visual Bullying: passing letters, graffiti, inappropriate photographs or use of camera/phone cameras.

Cyber Bullying: emails, SMS, Facebook, Twitter, Instagram, Snapchat, texting, invasion of or sharing of somebody's personal information.

Exclusion: being ignored, not allowed to play, given worst jobs, running off, hiding from target.

Sexual Bullying: Obscene drawings and gestures, rude jokes, brushing up against the target, unwanted touching, unwanted sexual questions, sexting.

Racial Bullying: physical, social or psychological bullying based on target's race, racial and cultural slurs.

PREVENTION STRATEGIES TO BE ADOPTED BY THE SCHOOL

Implementing prevention strategies throughout the school is essential if bullying is to be eliminated from our school.

AIMS:

- To implement and maintain a whole school approach to address the problem of bullying.
- To increase self esteem.
- To empower students to be proactive in problem solving associated with bullying.
- To heighten awareness at a whole school community level.

OUTCOMES:

- Students will be proactive when dealing with bullying.
- Perpetrators have strategies to curb bullying tendencies.
- Students accept and value difference as a way of life.
- All stakeholders model appropriate anti-bullying behaviour.
- Staff recognise that all incidents of bullying are unacceptable and are proactive in addressing this issue.
- Parents aware of and support current practices relating the school's Anti-bullying policy.

REPORTING BULLYING- IT IS THE RESPONSIBILITY OF TEACHERS, PARENTS AND STUDENTS TO UPHOLD THE SCHOOL'S ANTI-BULLYING POLICY

It is the responsibility of all school community members to report bullying in our school, even if we are ourselves at risk.

Students should inform the playground teacher or classroom teacher immediately. Parents should inform their child's classroom teacher or the stage supervisor. Bystanders also need to inform teachers of a bullying incident.

At **Tenambit Public School** we support students through:

- Never tolerating bullying behaviour
- Encouraging students to employ strategies taught during our Bullying Awareness Programs
- Creating positive learning environments
- Consistently rewarding positive behaviour and effort
- Classroom –based Personal Development Programs / Social Skills Programs
- Child Protection Program
- Drug Education Program
- Life Education Program
- K-6 Buddy Links
- Class discussions
- Open opportunity to report incidents to all members of the executive
- Student Representative Council
- Opportunities for leadership at all levels
- An active learning Support team
- The PBL team
- An active and supportive P & C

POSSIBLE SIGNS AND SYMPTOMS OF BEING BULLIED

There is no particular pattern. A victim may.....

- have unexplained cuts or bruises
- have equipment or personal items hidden, damaged, stolen or destroyed
- complain of vague headaches, stomach aches or feeling sick
- wet the bed, bite nails, have poor sleep patterns and bad dreams
- exhibit unusual emotional outbursts or mood swings
- withdraw from friends or family
- appear anxious, insecure, sad, teary, depressed, secretive
- display an unwillingness to go to school
- sit alone in class or playground
- change friendship groups frequently
- go home hungry (because lunch money or food has been taken)
- want extra money without giving a reason
- show deterioration in school work

ACTION TO BE TAKEN BY THE CHILD BEING BULLIED

Following the “Say No To Bullying Hands” – 5 steps

- Ignore the bully
- Walk away
- Look the bully in the eye and say in a clear loud voice – “Stop that I don’t like it!”
- Say it again louder
- Report to a teacher (**Students should always report or challenge bullying behaviours**).

POLICY PROCEDURES

TEACHERS	PRINCIPAL EXECUTIVE /	STUDENTS	PARENTS
Address all bullying incidents and determine necessary actions and consequences by following the school's discipline procedures.	Monitor and act upon major, sustained bullying incidents.	Report bullying immediately and accurately.	Watch for signs of distress in their child and advise their child to tell a teacher about the incident Inform class teacher or stage supervisor if bullying persists.
A playground incident form to be discussed & completed with relevant information from witnesses and referred to the Thinking Room co-ordinator.	Conduct student interviews, counselling and parent interviews. Implement discipline procedures from the school's discipline policy. Monitor supervisory roles and "hot spot" playground areas	Plan to be discussed & completed in the Thinking Room. The incident will be recorded onto Data base.	Liaise with the school about support from home to school.
Arrive at class and playground supervision duties on time. Supervise proactively.	Monitor repeat offenders and provide individual programs to assist them to improve their behaviour.	Play safely in correct areas following the school's Code of Conduct.	Liaise with the school about support from home to school.
Identify individual student needs and provide relevant supportive curriculum.	Communicate regularly with school community regarding Anti-Bullying Programs.	Participate in a Whole School Anti-Bullying Program each year.	Discuss appropriate classroom behaviours with your child
Implement Whole School Anti-Bullying Program each year.	Provide time at communication meetings for teacher feedback. Ensure necessary playground resources are available.	Practice the School's Code of Conduct.	Discuss appropriate playground behaviours with your child.
Provide an effective & positive role model to encourage self-esteem & self-confidence. Review playground activities and areas each term to promote positive student social interaction.	Monitor and assess the effectiveness of the Anti-Bullying Policy and programs in the school through collection of RISC data and evaluation of surveys	Take part in formal evaluation surveys at the end of each calendar year.	Assist the school in evaluating the effectiveness of the program at the end of each year. Complete surveys to collect data.

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.



ALL MEMBERS OF THE SCHOOL COMMUNITY WILL ENDEAVOUR TO “BREAK DOWN THE CODE OF SECRECY” AND ENCOURAGE STUDENTS TO SPEAK OUT TO REDUCE THE PAIN FOR THEMSELVES AND OTHER POTENTIAL VICTIMS.

Resources:

NSW Anti-Bullying website – information for schools, educators and families

<https://antibullying.nsw.gov.au/>

Bullying – NO WAY! Safe Australian Schools Together

<https://bullyingnoway.gov.au/>

Kid’s Helpline

<https://kidshelpline.com.au/>

Department of Education Resources

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying.html>

To be reviewed annually

Ratified by P&C 2020