



Education &
Communities

Anti-bullying Plan

Villawood 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.

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.

Villawood North Public School

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.

This Anti-bullying Plan has been developed collaboratively with students, school staff, parents and caregivers and the community.

We conducted comprehensive surveys with students, staff and parents and caregivers which identified concerns, general perceptions, and perceived prevalence and responses to bullying, including cyberbullying, in the school community.

Input regarding this plan was sought from our school community as part of our consultation and development process. This input was considered and responded to appropriately. The final plan was published and made available to all members of our school community.

This plan will be reviewed at least once every three years through a similar consultative process. Opportunities for ongoing evaluation exist through open communication between all sectors of the school: staff, students and parents/caregivers.

Statement of purpose

Students attend school to engage in quality education that will assist them to become self-directed, lifelong learners who create a positive future for themselves and the wider community.

The core business of school is learning.

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Behaviour which interferes with or impedes learning and student well-being is not tolerated within our school.

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

Students have the right to feel happy and safe at school.

The school has a duty to educate students about what bullying is and how to deal with it.

Families have a duty to work with the school to reduce the incidence and effects of bullying.

Students, teachers, parents, caregivers and the wider community can reasonably expect;

- that every student will be safe at school, free from fear of bullying, harassment, intimidation and victimisation
- to know the general expectation of themselves and others in relation to the school's Anti-bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

Protection

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. Cyberbullying refers to bullying through information and communication technologies.

Bullying is an anti-social behaviour which is not tolerated at Villawood North Public School. Conflicts or fights between equals and single incidents are not defined as bullying.

Our positive school culture, which fosters student connections to both the school and their community, will help to develop protective factors which

include; positive and inclusive relationships, shared responsibilities and knowledge and skills in regards to protecting against bullying.

Responsibilities

As per the DEC Preventing and Responding to Student Bullying in Schools Guidelines, shared responsibility must be fulfilled by staff, students, parent/caregivers in order to protect against and prevent bullying.

School staff members have a responsibility to;

- respect and support students in all areas of their learning
- model and promote appropriate behaviour
- support students in dealing effectively with bullying through the strategies outlined in this Anti-bullying Plan.
- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its' impact on individuals and the wider community
- respond in a timely manner to incidents of bullying according the schools' Anti-bullying Plan.

Students have a responsibility to;

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- behave as responsible bystanders
- follow the school Anti-bullying Plan
- report incidents of bullying according to the school Anti-bullying Plan.

Parents and caregivers have a responsibility to;

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- support their children to become responsible citizens and to develop responsible on-line behaviour
- be aware of the school Anti-bullying Plan and assist their children in understanding it
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying to the school
- work collaboratively with the school to resolve incidents of bullying when they occur.

Prevention

Our school community can reasonably expect that;

- concerns in relation to bullying will be responded to by school staff
- appropriate support will be provided for both the subject/s of the bullying and those responsible for it
- the school will implement broad strategies and teaching and learning programs which are designed to maximise bullying prevention.

Villawood North Public School implement the following prevention strategies.

School Code of Conduct

Play Safe

Stay Safe

Show Respect

Code of Conduct for the Use of Technology

Access information that is appropriate.

Discuss and report unsafe practices when using technology.

Follow school rules, procedures and practices when

using technology.

Email responsibly and respect the privacy of others.

Curriculum

- Learning experiences will address key understanding and skills relating to positive relationships, safety, gender equity, discrimination, harassment and bullying. These learning programs will be guided by the Personal Development, Health and Physical Education (PD/H/PE) Syllabus and other Key Learning Areas.
- Mandatory Child Protection lessons K-6 with a particular emphasis on all types of bullying, strategies and reporting procedures.
- Cyber bullying program K-6 about the safe and responsible use of technology.
- The PD/H/PE syllabus and mandatory Child Protection lessons will be supported through extra-curricular student welfare teaching programs such as; Life Education Van, Bark Until You're Heard, Drug Education Stage 3 and DEC Anti-bullying teaching programs.
- Consistent implementation of targeted learning programs such as; the DEC's Promoting Positive Bystander Behaviour-Primary and Secondary School Activities and Friendly Schools Plus (Hawker Brownlow Education).

Welfare

- The promotion of positive school engagement and behaviour is encouraged through our whole school behaviour system. It is intended that our current Laser System be reviewed during 2015 in order to promote increased consistency of expectations across K-6. Additionally, the explicit teaching of expected behaviours will be undertaken in relation to our updated whole school reward system.
- Twice per term, two students from each class are nominated for ongoing positive Cool at School Citizenship awards.

These students are invited to a Cool at School morning tea. They also receive Cool at School award and badge. Families of the students receiving this award are individually invited to the whole school assembly to celebrate student achievement.

- School Pride Awards are earned for targeted behaviour such as consistent attendance and adhering to the school uniform policy. Unity and cohesion of the student body is encouraged by this welfare reward system. The system is incremental and offers students the opportunity to move forward through levels of merit awards to achieve a School Pride Silver Certificate.

Early Intervention

The consistent, positive student welfare practices at our school are built upon the following principles;

- We all have the right to be and feel safe.
- We respect each other.
- We are in control of our behavior and actions.
- Learning is life-long.
- Expectations and consequences are created, reviewed and upheld.
- Our school rules underpin a positive expectation for all.

The Learning and Support Team provides a central mechanism in early intervention and prevention of bullying. Incidences of bullying are raised by staff, with the knowledge of Stage Supervisors, at weekly Learning and Support meetings. Support for students and staff is provided through a combination of the Learning and Support Teacher, School Principal and Executive, School Counsellor, all teaching staff and School Learning and Support Officers.

Follow-up strategies may include; School Counsellor intervention or assessment, data gathering and the development of Individual Behaviour Programs and Risk Assessments, parental/caregiver involvement, positive individual or group based social skills and playground programs.

Students at long-term risk of perpetrating bullying or of being bullied, when identified, are monitored individually by class and executive staff and placed onto an Individual Learning Program if it is required to address emotional, social, behavioural and academic needs. These individual plans are monitored and reviewed regularly.

Weekly school administration meetings offer staff a professional forum to speak in an impartial and confidential manner about problematic student

interactions/procedures/expectations, thus ensuring shared understandings and responses.

Responding to Bullying

Students are empowered to stand up for themselves and others in non-violent ways through the learning programs provided across all stages.

Students are educated in the importance of bystanders taking a positive role when incidents of bullying occur. They feel confident in their ability to demonstrate positive bystander behaviours.

Students will be reminded frequently of these strategies at whole school/class and individual levels. They will also be reminded of the schools' expectations of them in regards to demonstrating positive bystander behaviours and strategies.

Our Discipline, Supervision and Safety of students' policies and procedures will be reviewed biannually, or more frequently if required, through staff meetings.

Details of this Anti-bullying Plan, Discipline Policy and the relevant procedures are communicated to parents in detail through a variety of channels and in a cyclical manner. The school community will be expected to provide support aligned to these policies and procedures.

Reporting Bullying

Students will be encouraged to seek support from a teacher when;

- self-management of an issue is not successful
- the student does not feel confident in their skills
- the incidents are of a more serious nature which require the support and actions of an adult.

Responsibilities

The teacher on playground duty is responsible for dealing with and reporting to the Principal or Executive bullying incidents which occur in morning, recess and lunch breaks.

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Classroom teachers are responsible for managing and reporting to the Principal and/or their supervisor incidents of classroom bullying. Classroom teachers will advise supervisors of significant incidents or patterns of behaviour.

Students are encouraged to advise both the playground duty teacher and subsequently their classroom teacher of any playground incidents.

Students are encouraged to report any incidents to staff as quickly as possible, if not immediately.

Students will be strongly encouraged to advise parents/caregivers of these situations and how incidents were responded to.

Staff are required to advise the Principal or Executive within 24 hours of an incident. In the case of a more serious incident, immediate notification is required.

The Principal will record incidents within the school SENTRAL administration system. This will allow for recording and tracking of students being bullied and those perpetrating bullying.

Where situations are deemed ongoing and/or serious, contact with parents will be initiated by class teachers, Executive or the Principal.

Parents and caregivers have a responsibility to make classroom teachers aware of situations that may not be evident at school.

Parents and students are encouraged to approach the Principal or executive staff in situations where they believe that further follow-up actions may be required or if they feel dissatisfied with the actions taken thus far by the school.

Parents and caregivers are encouraged to expect that school related conflicts will be resolved within school based processes and according to policy.

In serious cases of bullying, parents of students (perpetrators and victims) will be contacted by the school in order to ensure a common understanding of how these behaviours have been or will be addressed. Ongoing bullying will be subject to the school discipline code and the DEC's policy for Suspension and Expulsion.

In cases involving serious threats, assault, ongoing intimidation and/or harassment, the situation may be reported to Police. This reporting

process may be instigated by the school Principal or delegate. Parents would be notified immediately.

Members of the Executive and the school counsellor will use the Keeping Them Safe mandatory reporting tool to decide on the appropriate level of reporting for individual cases.

Follow-up reporting to the Child Wellbeing Unit or Department of Community Services will then be carried out by the Principal or Executive.

This Anti-bullying plan and Discipline Policy will be communicated, in detail, to the school community through;

- new student enrolment procedures
- publications in the school Newsletter
- presentations at termly parent forums and weekly parent coffee club
- advertisements through our skoolbag app, with printed copies available through the front office
- inclusion its' in the policy section of the schools' website.

Parents and caregivers can expect regular updates regarding the progress of their child following a bullying incident at school. Updates will be provided by the classroom teacher through face-to face or telephone discussions. The telephone interpreter service will be utilised where needed to ensure parent's complete understanding. In the event of a more serious incident, follow-up will be provided in consultation with or by the Principal, the stage supervisor or the Learning and Support Team Coordinator.

In the event of a formal review, the plans for regular updates will be incorporated into Individual Behaviour Support Plans. The assigned student manager will be responsible for this update.

Identifying patterns of bullying will occur through a variety of mechanisms. Regular (weekly) Learning and Support Team meetings will examine observed patterns of behaviour. Patterns of behaviour will be identified, recorded and monitored through school SENTRAL reports and individual class teacher behaviour records such as data sheets or anecdotal records.

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The school response will be shaped by the patterns revealed in the data/information observed and collected. The schools' Learning and Support Team and its' members will combine, with class teacher/s to devise appropriate responses. Responses may range from;

- individual students interviewed and monitored by class staff and/or Executive
- individual behaviour support plans which include social skills teaching and strategies
- formalised classroom and/or playground monitoring sheets
- school counsellor intervention
- parent conferences (with and without the student/s present) to support the family in addressing their child's behaviour
- removal of school privileges
- procedures following the DEC Suspension and Expulsion Policy and/or Community Services involvement when necessary
- police involvement when necessary.

All complaints/appeals will be addressed in accordance with school procedures and the DEC Complaints Handling Policy.
https://www.det.nsw.edu/policies/general-man/complaints/resp_sugg/PD20020051.shtml.

This Anti-bullying plan will be publicised through a variety of channels including;

- school newsletter
- school website
- schoolbag app
- Parent Forums (one per semester)

- P & C meeting
- Parent Coffee Club
- presentation of this plan to new Kindergarten families at induction information meeting as part of their Kindergarten Orientation
- hard copies available through our School Administration office.

Monitoring and Evaluating this Plan

This plan will be reviewed through the following processes;

- Yearly review with the P&C
- formal review of the plan every three years through the action of an Anti-bullying Review Team with representatives from the school staff, the SRC and the community
- parent survey questions included as part of the annual school evaluation process
- comprehensive surveys undertaken of students, school staff and community members beliefs regarding the effectiveness of this

Additional Information

Police Youth Liaison Officer (YLO)

Senior Constable Zirina Munguia Phone: 97288399

School Liaison Police officer (SLP)

Senior Constable Zirina Munguia Phone: 97288399

Fairfield Police Station

40-42 Smart Street, Fairfield 2165

97288399

Kids Helpline: 1800551800

Principal's comment

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

Team members

Garrett Nelson Principal

Leanne Fayle Assistant Principal

School contact information

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