Anti-bullying policy
2011

Incorporating the DET policy
‘Bullying: Preventing and Responding to Student Bullying in Schools Policy’

And

Quakers Hill Public School’s ‘Pastoral Care Policy’

<table>
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<tr>
<th>Date of writing</th>
<th>March 2011</th>
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<tbody>
<tr>
<td>Date of Review</td>
<td>March 2014</td>
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Introduction/Statement On Bullying.

DET policy statement

‘The NSW Department of Education and Training 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.’


Effective anti bullying programs are
1. systemic ie have a whole school approach,
2. active, inclusive and well publicised
3. preventative and responsive
4. developed by the school community
5. monitored and evaluated

Effective anti bullying programs encompass 4 main areas:

At Quakers Hill Public School all students have the right to feel safe and be respected as equally as unique human beings.
Quakers Hill PS is proactive in its approach to building a happy, safe, friendly climate where all students work towards this common goal of learning and tolerance in a safe environment. This is reflected in the school’s pastoral policy, the student welfare programs and the teacher’s active commitment towards the students through supervision, professional development and classroom management and teaching.

A survey was undertaken in 2000. A random sample of students K-6 and parents were involved in the survey. (John Mathis)

The survey found that:

- Most students were happy to be at school.
- The culture is one of kindness and friendliness.
- Teachers were proactive in dealing with issues of bullying.
- Bullying is across gender.
- Bullying at QHPS is primarily verbal (teasing, harassment).
- In extreme cases it became physical.
- Students felt the need for strategies for dealing with bullying.
- That teachers could be more consistent when dealing with bullying in the playground.
Definition – DET

‘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 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 is defined by:

- the **frequency** of the behaviour
  - repeated over days / weeks or more frequently
  - not episodic or occasional

- the **type** of behaviour
  - verbal, physical, psychological
  - overt / covert
  - inclusive / exclusive

- the **intention** of the bully
  - hurtful, harmful, intimidating
  - deliberate
  - often minimised by the bully

- lack of reciprocity
  - not play, not fighting, not conflict

- the **power** imbalance
  - mismatch in physical attributes
  - dominance in social status or position
  - dominant psychological attitude
  - dominant behaviour

Types of Bullying

Bullying takes on many forms and can include any combination of the following:

- Humiliation
- Domination
- Intimidation
- Victimisation
- Cyber bullying
- all forms of harassment including that based on sex, race, disability, homosexuality or transgender
The Bully
Characteristically bullies:
- Have assertive, aggressive attitudes
- Lack self control
- Lack empathy
- Lack guilt
- Have high energy levels
- Do not suffer trauma or stress.

The Victim
Characteristics of victims:
- New to class or school
- Different in appearance speech or race
- Not assertive
- Nervous or anxious

Effects of Bullying (victims may)
- Feel unworthy
- Live in fear
- Have difficulty making friends
- Frequently stay away from school
- Feel helpless
- Have nightmares/feel continual stress
- Lack of concentration
- Feel depression
- Experience peer rejection
- Become underachievers (academically, physically and socially).
## Dealing With Bullies (Strategies)

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<tr>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
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| • Listen and talk to your child. Help them understand that it is NOT their fault.  
• Find out what the child has done to deal with the bullying.  
• Don’t deal with the bullies yourself. Talk to the classroom teacher and or the Deputy Principal.  
• Present the information calmly.  
• Join in a partnership with the school to address the problem.  
• Ask about the school’s policy on bullying and discipline.  
• Make a note of the actions to be carried out.  
• Arrange for a follow up meeting. | • Talk to your teacher.  
• Talk to your parents.  
• Ask your friends for support.  
• Leave valuable items at home.  
• Join groups or activities.  
• Remember the bully has the problem, you are not the problem.  
• Call the bully’s bluff; be assertive when responding to a bully. Stand up straight, keep eye contact, and ask them to stop.  
• Tell the bully you have spoken to a teacher.  
• Walk away without looking back. Go to a safe place.  
• Be confident and believe in yourself.  
• Always remind yourself that you do not deserve to be bullied and that it is ok to be upset and hurt. | School  
• Creating a stimulating and enjoyable school environment & one that is safe.  
• Extend control over areas where bullying is likely to occur. (Isolated and large open areas).  
Teacher  
• Encourage children to inform staff when bullying is occurring.  
• Listen and acknowledge the seriousness of the report no matter how trivial.  
• Discuss the issues of bullying with students in the classroom through school provided programs (social skills & specific literacy program based on bullying).  
• Active playground supervision and acting accordingly to incidents that arise and that may occur.  
• Bullies should be dealt with according to the pastoral policy.  
• Provide counselling for victims  
  1. Teacher  
  2. Executives  
  3. Counsellor  
• Provide ongoing specific strategies for bullies. |
### Dealing With Bullies: Roles and Responsibilities

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<tr>
<th>Principal</th>
<th>Staff</th>
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<td>Principals must ensure that the school implements an Anti-bullying Plan that:</td>
<td><strong>School staff have a responsibility to:</strong></td>
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<td>is developed collaboratively with students, school staff, parents, caregivers, and the community</td>
<td>respect and support students</td>
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<td>includes strategies for:</td>
<td>model and promote appropriate behaviour</td>
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<td>• developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying</td>
<td>have knowledge of school and departmental policies relating to bullying behaviour</td>
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<td>• developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour</td>
<td>respond in a timely manner to incidents of bullying according to the school’s Anti-bullying Plan.</td>
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<td>• maintaining a positive climate of respectful relationships where bullying is less likely to occur</td>
<td><strong>In addition, teachers have a responsibility to:</strong></td>
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<td>• developing and implementing programs for bullying prevention</td>
<td>provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community</td>
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<td>• embedding anti-bullying messages into each curriculum area and in every year</td>
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<td>• developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships</td>
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<tr>
<td>• developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour</td>
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<td>• empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders</td>
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<td>• developing and publicising clear procedures for reporting incidents of bullying to the school</td>
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<td>• responding to incidents of bullying that have been reported to the school quickly and effectively</td>
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<td>• matching a planned combination of interventions to the particular incident of bullying</td>
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<td>• providing support to any student who has been affected by, engaged in or witnessed bullying behaviour</td>
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<td>• providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents</td>
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<td>• identifying patterns of bullying behaviour and responding to such patterns</td>
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- monitoring and evaluating the effectiveness of the Plan
- reporting annually to the school community on the effectiveness of the Plan

includes procedures consistent with DN10/00225 – Reporting incidents involving assaults, threats, intimidation or harassment and the Incident Reporting Policy

includes procedures for contacting the child wellbeing unit where appropriate

includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate

includes contact information for appropriate support services such as Kids Helpline

includes information on departmental appeal procedures and the Complaincts Handling Policy is promoted and widely available within the school community and published on any school website

is reviewed with the school community at least every three years.

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<th>School Community</th>
<th>Students</th>
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<tr>
<td><em>Parents and caregivers have a responsibility to:</em></td>
<td><em>Principals are responsible for:</em></td>
<td><em>Students have a responsibility to:</em></td>
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<td>support their children to become responsible citizens and to develop responsible on-line behaviour</td>
<td>implementing the policy within the school</td>
<td>behave appropriately, respecting individual differences and diversity</td>
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<td>be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour</td>
<td>submitting a copy of the school’s Anti-bullying Plan to the school education director whenever it is reviewed</td>
<td>behave as responsible digital citizens</td>
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<td>support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan</td>
<td>reporting annually to their school community on the effectiveness of the school’s Anti-bullying Plan</td>
<td>follow the school Anti-bullying Plan</td>
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<td>report incidents of school related bullying behaviour to the school</td>
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<td>behave as responsible bystanders</td>
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<td>work collaboratively with the school to resolve incidents of bullying when they occur</td>
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<td>report incidents of bullying according to their school Anti-bullying Plan.</td>
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