



Breadalbane Public School

Anti-Bullying Plan

PURPOSE OF THE PLAN

To protect students from bullying and foster a school culture where bullying is unacceptable. This policy has been written in line with the NSW department of Education and Communities policy 'Bullying: Preventing and Responding to Student Bullying in Schools'.

DEFINITION

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.

Bullying is defined as intentional, **repeated** behaviour by an individual or a group of individuals that causes distress, hurt or undue pressure to someone else. The five main types of bullying are:-

- **Physical** – hitting, kicking, theft
- **Verbal** – name calling, racist remarks
- **Indirect** – spreading rumours, excluding someone from social groups
- **Cyber** – using digital technology to negatively target another student
- **Bystander** – passively accepting and taking no action

Conflict or fights between equals or single incidents are not defined as bullying.

AIMS

To implement and maintain a whole school approach to address the problem of bullying. To increase self-esteem and to build self-efficacy.

To enhance students to be proactive in problem solving associated with bullying. To heighten awareness at a whole school level.

To raise awareness of bullying, in particular the role of the bystander.

OUTCOMES

BPS uses the Bounce Back program along with the departments PD/H/PE curriculum to teach students how to identify bullying and develop strategies to deal with bullying, whether victim or witness and be proactive in preventive bullying behaviour. The program enables students to develop resilience and coping strategies.

It is essential that all incidents of bullying or suspected bullying are reported immediately to the school principal so that it can be followed up in line with our schools discipline policy and departmental reporting policies.

STRATEGIC PLAN/PROCEDURE

In relation to bullying, students should note the expectations of the school's statement of Students Rights and Responsibilities as listed in the Student Welfare Policy 2013, and the units of work taught to K-6 in the school's Personal Development Program where strategies for handling bullying are taught. Reported instances of bullying are managed according to the school's established stages of the consequences of unacceptable student behaviour as detailed in the school discipline policy.

- **Low Level** – bullies and those bullied will be counselled and supported by the Class Teacher or the Teacher on playground duty. All incidents in the playground and classroom will be reported to the Principal, incident cards will be sent home to notify parents and the incident will be recorded for monitoring.
- **Medium Level** – Continued incidents of bullying where incidents have occurred three times the Principal will contact parents to develop a collaborative approach to the bullying. Parents in conjunction with the Principal and their student will develop a behaviour plan for the students responsible for the bullying.

For students who are victims of continued bullying a collaborative approach with the School Counsellor, Principal, parent and their student would be adopted. A program would be developed to help build resilience and coping strategies for the student.

- **High Level** - Principal will contact parents of students who continue to bully and consideration will be made to apply the suspension process.

RESPONSIBILITIES

Students, parents and teachers report instances of bullying to the Principal.

Anti-bullying is a shared responsibility between all school community members.

Underpinning all responsibilities is the need for everyone to promote respectful relationships within the school community.

September 2017