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# Quakers Hill Public School Anti-bullying Policy

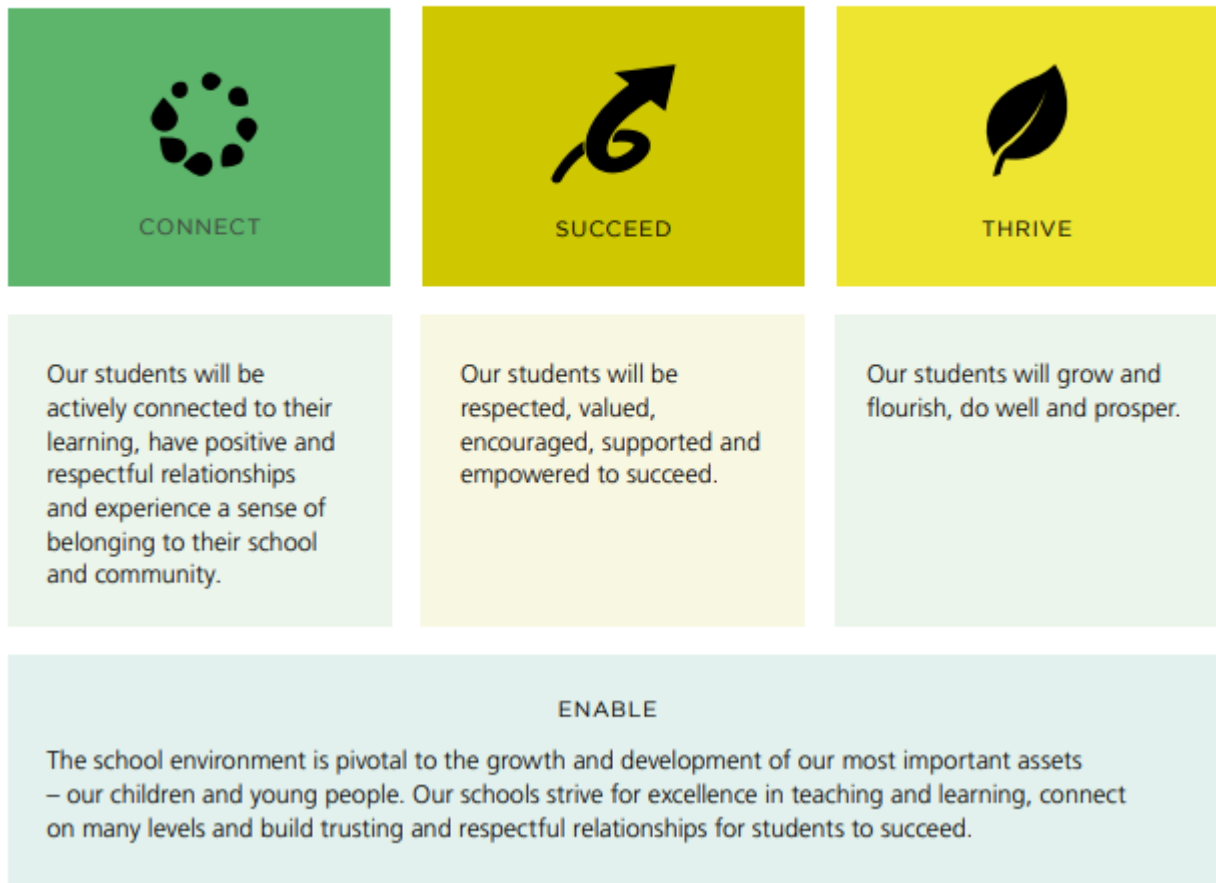


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# Foreword

At Quakers Hill Public School all student wellbeing is underpinned by the Wellbeing Framework for NSW public schools. "Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in longer term will shape values and attitudes of the society in which they live." (NSW Wellbeing Framework pg 4)

## The Wellbeing Framework for schools



### DET policy statement

The department rejects all forms of bullying behaviour including online (or cyber) bullying.

NSW public schools work to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

The department's Behaviour Code for Students requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

<https://policies.education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy?refid=285776>

# A whole school approach to bullying

Focuses on 4 key strategies

- Establishing school-wide anti bullying policies
- Preventing bullying in key areas, including the classroom and playground
- Promoting a culture of reporting bullying
- Positive partnerships with parents and carers.

*At Quakers Hill Public School we have developed, reviewed and refined targeted anti-bully programs which link to our Positive Behaviour for Learning (PBL) Framework, including our school expectations of Proud, Safe, Responsible Learners. Key stakeholders, including our school psychologist, Learning and Support Teacher, School Executive Team were consulted in the development of the schools Anti Bullying Plan.*

## **Preventing bullying in key areas, including the classroom and playground**

- \* Active classroom management is used in all classrooms.
- \* Teachers creating classroom environments which is inhibitive to bullying.
- \* School wide PBL expectations and displayed in classrooms and different areas of the playground including eg: COLA, Toilets, Field, Hall. All expectations are explicitly taught and embedded.
- \* Positive relationships between students and staff are encouraged and developed.
- \* Students can identify staff members who they can seek help from bullying situations.

## **Promoting a Culture of Reporting**

- \* Clear steps are in place for students to report bullying incidences to class teacher/Stage Assistant Principal
- \* Positive relationships between students and staff are encouraged and developed.
- \* Students can identify staff members who they can seek help from bullying situations.
- \* Schools promotes positive behaviour and social skills in the classroom and on the playground through resilience groups for Stage 2 and 3 and Social Skills groups for K-6 at lunchtimes.

*The schools Learning and Support Team works closely with classroom teachers and support staff to identify students who could potentially develop long-term difficulties with social relationships. Incidents of bullying that are reported to the school are responded to quickly and effectively. Interventions are put in place to prevent further incidents and support is offered to victims and witnesses of the bullying behaviour. The school handles each incident on a case by case basis, but reserves the right to give consequence to students who are found to be bullying other students by any means they deem necessary to reduce the risk of harm created by the act of bullying. This includes, but is not limited to, removal from the playground, banning students from participating in school events, suspension from school or expulsion. The school will endeavour to keep the parents or caregivers informed about the management of any incidents involving their children within the bounds of privacy legislation.*

## **Positive Partnerships with parents and carers**

- \* Regular communication to parents of schools PBL expectations, promotion of a common language between home and school.
- \* School behaviour system is visible and communicated with all school community.

\* Parents are encouraged to contact class teacher with any issues in the first instance. They would then contact Stage Assistant Principal, Deputy Principal and Principal in the last instance with and wellbeing/behaviour issues.

\* Parents are contacted when any issues of bullying are reported to school staff members to discuss.

*At Quakers Hill Public School all students have the right to feel safe and be respected as equals.*

*We are proactive in our 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 Behaviour Management Plan and PBL expectations that are embedded across K-6. Parents are actively involved in their child's wellbeing, with all incidences of bullying and bullying behaviour reported and discussed with parents.*

## Definition of Bullying

Bullying has three key features. It:

1. involves a misuse of power in a relationship.
2. is intentional, ongoing and repeated.
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex (**LGBTI**); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

Bullying behaviour can be:

- **Verbal** (e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats)
- **Physical** (e.g. hitting punching, kicking, scratching, tripping, spitting)
- **Social** (e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures)
- **Psychological** (e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious, SMS and email messages, inappropriate use of camera phones).

**Bullying is not:**

A single incident or disagreement between peers is not bullying. However, these behaviours may lead to bullying and should be resolved.

*Taken from NSW Department of Education Anti-bullying website : <https://antibullying.nsw.gov.au/>*

It is important to note that reasonable disciplinary action by a staff member, following the schools behaviour plan, conducted in a reasonable manner, does not constitute bullying.

# Cyberbullying

Cyber-bullying refers to the act of bullying behaviour using the internet or digital devices. It might include:

- sending abusive texts and emails
- posting unkind messages or images
- imitating others online
- excluding others online
- tagging people in pictures against their wishes
- threatening another person to do something such as sending revealing images.

## Responding to cyber-bullying

1. don't reply or respond - bullies thrive on the reactions they get from their victims.
2. save the evidence - take screenshots of cyberbullying posts so that you can use them as evidence later
3. tell a trusted adult - you do not need to deal with bullies by yourself, teachers and parents can help
4. report cyberbullying - this could be to your school or in more serious cases to the police.

## What to do when a child reports cyber-bullying

- Listen carefully
  - Discuss a plan of action
  - Involve relevant school personnel/parent/carers
  - Implement a plan and follow up
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- Use of personal digital devices by primary school students will be restricted during class, at recess and at lunch unless approved by a teacher or principal for an educational purpose, where use forms part of a reasonable adjustment for student learning and wellbeing or where an exemption has been granted for other reasons (*NSW Department of Education – Student Use of Digital Devices and Online Services Policy*)
  - Incidents of inappropriate use of digital devices and online services should be managed and reported if occurring during school time to the class teacher in the first instance and followed up by Stage Assistant Principal.
  - The school's *BYOD Policy* includes measures to prevent social media sites being used during school hours.
  - Outside of school hours, students do not fall under the school's duty of care. As such, the school cannot take any responsibility for the out of hours use of social media and mobile phones and any subsequent cyberbullying. The school strongly encourages parents to report all instances of out of hours cyberbullying to the police. Any complaints made to the school regarding out of hours cyberbullying will also be forwarded on to the police.



# Dealing with Bullies (Strategies)

Parents	Students	Teachers
<p>Listen and talk to your child. Help them understand that it is NOT their fault.</p> <p>Stay calm and positive</p> <p>discuss and practice strategies for face to face bullying</p> <p>do not advise your child to fight with the other child</p> <p>discuss strategies for online bullying</p> <p>report the bullying to the school</p> <p>seek help for your child to learn about dealing with bullying</p>	<p><b>For younger children</b></p> <p>ignoring the person doing the bullying</p> <p>telling them to stop, and then walking away</p> <p>pretending you don't care; act unimpressed or not bothered</p> <p>go somewhere safe</p> <p>distracting the other person or calming the situation (e.g. agreeing in an offhand way with the bullying when they say offensive or negative things—known as 'fogging').</p> <p><b>Older children</b></p> <p>saying 'No' firmly but calmly</p> <p>standing and walking in a way that appears more confident</p> <p>deflecting the bullying with imaginary 'armour'</p> <p>giving a quick reply to surprise or disarm the other child</p> <p>using a casual response (e.g. okay, whatever) that implies that the child is not bothered.</p> <p><b>All Children</b></p> <p>talk to your teacher.</p> <p>talk to your parents.</p> <p>ask your friends for support.</p> <p>leave valuable items at home.</p> <p>join groups or activities.</p>	<p>create a stimulating and enjoyable school environment &amp; one that is safe</p> <p>develop and present teaching and learning programs to develop students communication, social, assertiveness and coping skills</p> <p>make changes to the school environment to improve teacher supervision, such as removing visual barriers between teacher and students</p> <p>increase supervision of students at particular times or places</p> <p>use support from a officer or school counsellor/ psychologist</p> <p>make changes to technology access at school</p> <p>timetable or class changes that may be temporary or permanent to decrease the contact the students have with each other</p> <p>lead and facilitate class discussions of bullying including underlying issues and possible responses for students</p> <p>promote positive bystander behaviour</p> <p>Use a consistent approach to disciplinary action against students who bully others.</p>

	<p>remember the bully has the problem, you are not the problem.</p> <p>tell the bully you have spoken to a teacher.</p> <p>be confident and believe in yourself.</p> <p>always remind yourself that you do not deserve to be bullied and that it is ok to be upset and hurt.</p>	
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*Adapted from Bully No Way*

## Dealing with Bullies - Roles and Responsibilities

Principal	Staff
<p>Principals must ensure that the school implements an Anti-bullying Plan that:</p> <ul style="list-style-type: none"> <li>is developed collaboratively with students, school staff, parents, caregivers, and the community</li> <li>includes strategies for: <ul style="list-style-type: none"> <li>developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying</li> <li>developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour</li> <li>maintaining a positive climate of respectful relationships where bullying is less likely to occur</li> <li>developing and implementing programs for bullying prevention</li> <li>embedding anti-bullying messages into each curriculum area and in every year</li> <li>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</li> </ul> </li> </ul>	<p><i>School staff have a responsibility to:</i></p> <ul style="list-style-type: none"> <li>respect and support students</li> <li>model and promote appropriate behaviour</li> <li>have knowledge of school and departmental policies relating to bullying behaviour</li> <li>respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.</li> </ul> <p><i>In addition, teachers have a responsibility to:</i></p> <ul style="list-style-type: none"> <li>provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community</li> </ul>

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

empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders

developing and publicising clear procedures for reporting incidents of bullying to the school

responding to incidents of bullying that have been reported to the school quickly and effectively

matching a planned combination of interventions to the particular incident of bullying

providing support to any student who has been affected by, engaged in or witnessed bullying behaviour

providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents

identifying patterns of bullying behaviour and responding to such patterns

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 [Complaints Handling Policy](#) is



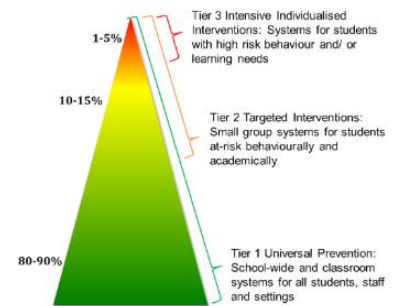
<p>promoted and widely available within the school community and published on any school website</p> <p>is reviewed with the school community at least every three years</p>	
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Parents/Caregivers	School Community	Students
<p><i>Parents and caregivers have a responsibility to:</i></p> <p>support their children to become responsible citizens and to develop responsible on-line behaviour</p> <p>be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour</p> <p>support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan</p> <p>report incidents of school related bullying behaviour to the school</p> <p>work collaboratively with the school to resolve incidents of bullying when they occur</p>	<p><i>All members of the school community have the responsibility to:</i></p> <p>model and promote positive relationships that respect and accept individual differences and diversity within the school community</p> <p>support the school's Anti-bullying Plan through words and actions</p> <p>work collaboratively with the school to resolve incidents of bullying when they occur</p>	<p><i>Students have a responsibility to:</i></p> <p>behave appropriately, respecting individual differences and diversity</p> <p>behave as responsible digital citizens</p> <p>follow the school Anti-bullying Plan</p> <p>behave as responsible bystanders</p> <p>report incidents of bullying according to their school Anti-bullying Plan.</p>

# Appendix 1 -Positive Behaviour for Learning (PBL)

There are three specific aspects to PBL:

- **universal focus** – to create a preventative, positive learning environment for all students
- **targeted interventions** – to improve social-emotional skills for students who need additional support
- **individualised intensive supports** - for students who have experienced academic and behavioural difficulties over an extended period of time.



Together, this three-step process is known as developing a continuum of support. PBL uses a tiered intervention framework which uses varied levels of support for students based on their needs. The tiered approach addresses these needs through:

- investing in prevention for all students
- identifying and providing targeted supports for individual students who need more support
- providing individualised and intensive interventions for students with significant support needs.

Each school develops a continuum of support across the tiers that promotes student wellbeing within a school culture strongly focused on learning.

Through this framework, student assessment and instruction are linked to inform data-based decision-making. All children and young people receive universal support and instruction. If students need more support, their instructional program becomes more intensive and individualised to target their specific learning needs.

*At Quakers Hill Public School, all students are taught explicitly the school expectations of proud, safe, responsible learners. Anti-bullying is included in the expectations.*

# Appendix 2 - Quakers Hill Public School Behaviour Management Step Chart/Framework

				<b>Step 4 - Red Slip Senior Executive</b>
				<b>Send to Principal with Critical Behaviour Slip</b>
		<b>Step 2 - Yellow Slip Classroom Teacher</b>	<b>Step 3 - Orange Slip Assistant Principal</b>	<b>COMPLETE CRITICAL BEHAVIOUR SLIP FOR:</b> <ul style="list-style-type: none"> <li>• Abusive Language/ Profanity OR Repeated Abusive Language</li> <li>• Repeated and Purposeful Disruption</li> <li>• Repeatedly Late to Assembly or Class</li> <li>• Repeated, Intentional Defiance/ Non-Compliance</li> <li>• Repeated Physical Aggression</li> <li>• Repeated / Purposeful Property Damage / Destruction</li> <li>• Absconding/ Fractional Truancy</li> <li>• Forgery or Repeated Theft</li> <li>• Criminal Behaviour</li> </ul>
		<b>Step 1 - Name on Chart Classroom Teacher</b>	<b>Send to Executive with Major Behaviour Slip</b>	
<b>Step 0 - Verbal Warning Classroom Teacher</b>	<b>Re-Teach then Provide Choice</b>	<b>Conference with student and complete Behaviour Slip</b>	<b>COMPLETE MAJOR BEHAVIOUR SLIP FOR:</b>	
<b>Prompt then Redirect</b>	<b>3. Re-Teach: State and demonstrate the desired behaviour. Have the student demonstrate and provide immediate feedback.</b>	<b>COMPLETE MINOR BEHAVIOUR SLIP FOR:</b>	<b>COMPLETE MAJOR BEHAVIOUR SLIP FOR:</b>	
<p>1. Prompt: Provide verbal and/or visual cue</p> <p><b>IF THIS DOES NOT WORK, THEN:</b></p> <p>2 Redirect: Restate positive replacement behaviour</p> <p><b>IF BEHAVIOUR PERSISTS, MOVE TO STEP 1:</b></p>	<p>4. Provide Choice: Re-engage or have logical consequence applied</p> <p><b>IF NEGATIVE BEHAVIOUR CONTINUES ONCE THE CHOICE HAS BEEN GIVEN, MOVE TO STEP 2:</b></p>	<ul style="list-style-type: none"> <li>• Inappropriate Language</li> <li>• Disruption</li> <li>• Late to Class</li> <li>• Non-compliance</li> <li>• Physical Contact</li> <li>• Cheating</li> <li>• Property misuse</li> <li>• Out of bounds</li> <li>• Area specific rules</li> </ul> <p><b>IF ANY MINOR BEHAVIOURS OCCUR 3 TIMES IN 2 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 3*:</b></p>	<ul style="list-style-type: none"> <li>• Abusive Language/ Profanity / Inappropriate Language</li> <li>• Purposeful Disruption</li> <li>• Repeatedly Late to Assembly or Class</li> <li>• Defiance</li> <li>• Repeated Non-Compliance</li> <li>• Physical Aggression/ Repeated Physical Contact</li> <li>• Repeated Cheating</li> <li>• Repeated Property Damage</li> <li>• Repeated Out of Bounds</li> <li>• Theft</li> <li>• Repeated Area Specific Rules</li> </ul> <p><b>IF ANY MAJOR BEHAVIOURS OCCUR 3 TIMES IN 5 WEEKS FROM THE INITIAL INCIDENT MOVE TO STEP 4*:</b></p>	