



Education &  
Communities

# Anti-bullying Plan

Kincumber 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.**

**The Anti-Bullying Plan – NSW Department of Education and Communities**

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.

# 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 is in draft form and combines previous existing policies into one document. It will be reviewed and updated in 2015 by the school PBL team.

## Statement of purpose

Schools should be safe places for everyone – students, staff, families and members of the wider community. Schools and their communities should work together to provide quality learning environments which are friendly, inclusive, safe and supportive. Everyone has the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

## 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 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.

*Importantly, bullying is distinct from interpersonal conflicts or "rough play". While disagreement, teasing and conflict are part of growing up, bullying is an extreme form of peer conflict or teasing and can be harmful, both physically and psychologically (Rigby, 2002).*

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At Kincumber Public School we expect everyone to show respect, make safe choices and learn all you can.

Students, staff, parents and carers and members of the wider school community have the right to expect:

- that everyone will be safe at school, free from the fear of bullying, harassment, intimidation or victimisation.
- that everyone will be provided with appropriate support when bullying occurs.

Students, staff, parents and carers and members of the wider school community also have responsibility to ensure that their behaviour keeps others safe at school, free from the fear of bullying, harassment, intimidation or victimisation.

## Strategies

At Kincumber Public School successful learners take responsibility for showing respect and making safe choices.

Strategies to prevent and respond to bullying include universal (prevention), secondary (early intervention) and tertiary (response) systems.

- Universal strategies are taught and implemented school wide from Kindergarten to Year 6.
- Secondary (early intervention) strategies are implemented for students at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as

having previously experienced bullying or engaged in bullying behaviour.

- Tertiary level strategies are implemented in circumstances where earlier interventions have not been effective and these would include personalised learning and disciplinary responses.

## Prevention

- **Positive Behaviour for Learning (PBL)** is a proactive school-wide system for defining, teaching and supporting appropriate student behaviours to create a positive school environment for ALL students.
- **You Can Do It (YCDI)** is a K – 6 curriculum implemented in every classroom whose focus is on building social, emotional, and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.
- **Peer Support Systems** – All enrolling Kindergarten students are allocated a Year 3 and a Year 6 buddy to promote friendship and support through regular collaboration including sports and other activities.
- **Transition to school programs** – including pre-to-kinder, new-to-school, end-of-year preparation and Year 6-Year 7
- **Structured lunchtime activities** – including library, gardening club and playground buddies.

- **Visiting performances** which use drama and performance to role play bullying-related behaviour, its impact and coping strategies.

## Early Intervention

- KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. KidsMatter Primary provides proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.
- Bystander training – parent information brochures
- APEEL – social skills
- Ophelia project – curriculum to address girls' relational bullying.
- A strong 6-7 Transition Program developed and implemented through the Kincumba Learning Community which includes the student led Antibullying Bootcamp and opportunities to participate in small focus groups with student leaders.
- Cyber Smart – online bullying resources and teacher professional learning.

## Response

Reporting systems – Students are expected to report unacceptable behaviour and to behave as responsible bystanders. Behaviour occurring at school, and outside of school (including online) where harm has been caused to someone in connection with staff, students or families of the school is included in this policy. All reported incidents are recorded on Sentral.

An incident report form for student self-reporting is also available on the school website and can be handed in to the principal. The incident report box is outside the principal's office to provide a discrete way for students to put in incident reports or they can be emailed to the school. Serious and ongoing issues are referred to the Learning Support Team and/or School Counsellor.

All written incident reports or parent contacts are investigated within the week where possible. Interventions can include:

- mediation or peer mediation
- counselling
- a record of incidents in register on Sentral
- referral to the Learning Support team for inclusion in social skills programs
- a *safe at school* plan
- support sessions/warnings with the Police School Liaison Officer
- disciplinary consequences including suspension
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## Additional Information

The school follows Department of Education's policies on Complaints Handling, Child Protection, Suspension and all other relevant Child Wellbeing policies.

## Principal's comment

We recognise that families are the first educators of children and have a primary role in modelling and teaching their children about appropriate behaviour and respectful relationships. A continuing positive community partnership will help to create and maintain a safe and supportive school culture.

Trish Peters – Principal

Karen Wardlaw – Assistant Principal

## School contact information

Kincumber Public School

Avoca Drive

Kincumber NSW 2251

Phone: (02) 4369 1544

Email: [kincumber-p.school@det.nsw.edu.au](mailto:kincumber-p.school@det.nsw.edu.au)

Web; [Kincumber-p.schools.nsw.edu.au](http://Kincumber-p.schools.nsw.edu.au)