Anti-bullying Plan
Appin Public School 2015
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.

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.

Statement of purpose

Appin Public school is an inclusive environment, where diversity is affirmed and individual differences are respected. Bullying is taken seriously at Appin Public School and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Discipline at Appin Public School enables the provision of a safe caring and supportive environment which involves all stakeholders in maintaining a structure and atmosphere promoting high self-esteem and personal worth whilst developing interpersonal skills which will enable all children to interact appropriately and in a positive friendly manner.

Protection

This policy applies to all bullying behaviour, including cyber bullying, which occurs within Appin Public School, off site and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

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.

Responsibilities and Delegations

Principal

The principal ensures the school implements an Anti-bullying Plan that:

1. Is developed collaboratively with students, school staff, parents, caregivers and community, and

2. Includes strategies for:

- Developing a shared understanding of bullying behaviour,
- Developing a plan that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour,
- Maintaining a positive climate of respectful relationships where bullying is less likely to occur,
- Developing and implementing programs for bullying prevention,
- Embedding anti-bullying messages into the curriculum for all students,
- 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, or 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,
- Identifying patterns of bullying behaviour and responding to such patterns,
- Monitoring and evaluating the effectiveness of the Anti-bullying Plan, and
- Reporting annually to the school community on the effectiveness of the Anti-bullying Plan.

**School Staff**
*School staff has 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, and
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

**Students**
*Students have a responsibility to:*
- Behave appropriately, respecting individual differences and diversity,
- Behave as appropriate digital citizens,
- Follow the School Anti-Bullying Plan,
- Behave as responsible bystanders, and
- Report incidents of bullying according to their School Anti-Bullying Plan.

**Parents and Caregivers**
*Parents and caregivers have a responsibility to:*
- Support their children to become responsible citizens and to develop responsible on-line behaviour,
- Be aware of the school’s 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’s Anti-bullying Plan,
- Report incidents of school related bullying behaviour to the school, and
- Work collaboratively with the school to resolve incidents of bullying when they occur.

**The school community**
*All members of the school community have the 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, and
- Work collaboratively with the school to resolve incidents of bullying when they occur.

**Management**
Each year students, teachers, parents, caregivers and members of the wider school community will be trained or informed of the school’s Anti-bullying Plan and school’s Welfare Policies.
Management strategies to assist students include: engaging differentiated learning activities based on NSW syllabuses, mentoring or “buddy” programs, early intervention programs, individual behavioural programs, counselling, Learning Support team input, annual Peer Support Program, Library and playground friendship groups which operate at lunchtimes and focus on the development of social skills.
The school utilises Positive Behaviour for Learning (PBL) strategies for reviewing and updating current discipline, welfare and anti-bullying current practices.
Each term students will be taught what bullying is and will be given the strategies to deal with bullying through social skills programs.
Anti-bullying strategies will be reinforced consistently through school practices that promote respectful relationships.
Monitoring and Evaluating
Through the Sentral welfare system, data will be collected annually concerning bullying. This allows staff to monitor patterns of behaviour of individual students as well as the incidents of bullying on a whole school basis. Incidents of bullying are discussed at Learning Support Team meetings, stage meetings and/or executive meetings. Appropriate action is determined at this time and communicated to the class teacher, students and parents.

The school’s Staff Team, the Executive Team and the Learning Support Team will monitor the effectiveness of the strategies, programs, and procedures we have in place to address bullying and respond appropriately.

Vivian Harrison – Principal
Vanessa Loke – Assistant Principal
Karen Sellick – Assistant Principal
Ruth Goldstein – Instructional Leader
Heather McLeod – Teacher
Katie Corcoran - Teacher
Jessica Yell – School Counsellor

School contact information
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