Thornton Public School

Anti-Bully Policy

1.0 Rationale

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.

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.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

2.0 Aims

2.1 to counter views that bullying is an inevitable part of school life
2.2 to provide a safe secure learning environment for all pupils
2.3 to promote safe movement to and from school
2.4 to encourage adults to demonstrate non-bullying behaviours
2.5 to develop strategies to assist victims/bullies/on lookers
2.6 to develop school values which promote tolerance and acceptance of differences
2.7 to eliminate behaviours which support bullying

3.0 Responsibilities

3.1 Principals

3.1.1 Principals must ensure that the school implements an Anti-Bullying Plan that:

- is developed collaboratively with students, school staff, parents, caregivers, and the community
- includes strategies for:
  - developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying
  - developing a statement of purpose 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 each curriculum area and in every year

Reviewed: June 2013
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

- 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

- responding 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 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.

3.2
School staff
3.2.1 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.

3.3
Students
3.3.1 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.
3.4

Parents and caregivers

Parents and caregivers
3.4.1 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 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.

3.5

The school community

3.5.1 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
- work collaboratively with the school to resolve incidents of bullying when they occur.

4. Specific Implementation Strategies

4.1

4.1 The school will strengthen its policy which will focus on:
(a) Staff/community awareness raising
(b) TPL for staff
(c) Education of children via the Quality School Program, Rainbow Room and Timeout
(d) Implementation of the Values Program
(e) Monitoring continuously

4.2 All classes will implement a program based on an Anti Bully Survey which will be administered annually.

4.3 Key features of the program:
(a) develop an understanding of bullying
(b) understand terms bully, victim and onlooker
(c) promote an awareness that everyone is different – need for tolerance
(d) exploring myths about bullying
(e) strategies to assist victims
(f) strategies to assist bullies
(g) charter of Rights and Responsibilities
(h) debugging strategy
(i) use of an Anti Bully Box or similar
4.4 Key features of Staff Teacher Professional Learning  
(a) definitions of bullying (as per Department of Education and Community)  
(b) awareness of annual School Council survey data  
(c) understanding Charter of Rights and Responsibilities  
(d) understanding debugging strategy  
(e) strategies to assist victims  
(f) strategies to assist bullies  
(g) strategies for onlookers  
(h) integration of anti-bullying lessons into class procedures/learning  
(i) how to respond to bullying incidents – Control Theory, Reality Theory, Non Violent Crisis Intervention, School Values, Rights and Responsibilities Charter

5 Evaluation

The policy will be reviewed biannually. Implementation strategies will be evaluated annually through the use of school and community surveys and focus groups. School data including the Anti Bully Survey information will lead the school in reviewing specific practices and strategies. Results will be discussed at the school council level.

6. Appendix

The following strategies are integral parts of our overall Student Welfare Program. Our Anti-Bullying initiatives should be viewed within the context and not seen as a ‘stand alone’ policy.

* School signage  
* Police Liaison Office visits  
* Puppet Show  
* Quality School Program  
* School Values  
* Early Quality Intervention by Peers program  
* Rainbow Room  
* Timeout/Buddy class  
* Resilience training (debugging strategy and script)  
* Suspension Policy  
* Positive Behaviour for Learning  
* School Passport system  
* Individual Behaviour Modification Programs  
* Learning Assistance Support Teacher  
* Non Violent Crisis Intervention training for staff  
* Learning Support Team  
* Weekly student welfare discussion at staff forum  
* Student behaviour data collection