



Education &  
Communities

# Anti-bullying Plan

Grays Point Public School

**GRAYS POINT**  
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.**

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.



# Grays Point 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

At Grays Point Public School we value and show tolerance of others in a safe and supportive environment. We foster positive relationships through our strong Student Welfare programs. Our Anti-Bullying policy aims to deal effectively with and prevent incidences of bullying within the whole school community.

Students attend Grays Point Public School to participate in quality education that will help them to become self-directed, life-long learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the well-being of students cannot be accepted.

Students, teachers, parents, caregivers and members of the school community can expect:

- that students will be safe at school, free from bullying, harassment, intimidation and victimization
- to know what is expected of them and others in relation to the Anti-Bullying Plan
- that all students will be provided with appropriate support when bullying occurs.

Students, teachers, parents, caregivers and members of the school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community
- contribute to the development of the Anti-Bullying Policy and support it through words and actions
- actively work together to resolve incidents of bullying.

## Protection

### Definition:

Bullying is repeated verbal, physical social or psychological behaviour that is harmful and involves the misuse of power by an individual or groups 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.

### Different Types of Bullying include:

**Physical:** • Hitting/punching • Pushing/shoving • Kicking • Biting • Pinching • Throwing objects • Taking other's belongings/stealing from others • Damaging others belongings • Spitting at others • Intimidation-making someone do something they don't want to do

**Verbal:** • Threatening • Name calling/teasing • Swearing at others • Ridiculing (making fun of) another person because of their actions, appearance, physical characteristics or cultural backgrounds.

**Indirect:** • Spreading rumours • Excluding others • Writing notes • Choosing not to tell if you see another person being bullied

**Cyber Bullying:** • Sending of abusive texts or emails • Taking and sharing unflattering or private images • Posting unkind messages or inappropriate images on social networking sites • Excluding individuals from online chats or other communication • Assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others • Repeatedly and for no strategic reasons attacking players in online gaming • Stealing passwords • Blogs • Web sites.

### Staff Responsibilities:

- To model appropriate behaviour at all times.
- To monitor and track incidences of bullying and respond in an appropriate and timely manner according to the Anti-Bullying Policy.
- To communicate any bullying behavior to their stage supervisor.
- To assist in the implementation of school programs which promote positive relationships that incorporate strategies to deal with bullying.
- To communicate bullying incidences with parents.
- To maintain a “Bully Box” in their classroom.

### Parents’ Responsibilities

- To be aware of and support the school’s Anti-Bullying Policy.
- To model appropriate behaviour at all times.
- To take an active role in their child’s school life and watch for signs that their child may be being bullied, or may be bullying.
- To encourage their child to adopt learnt strategies to deal with bullying.
- To instruct their child to ‘tell’ if they are bullied or if others are being bullied. The classroom Bully Box could be used.
- To inform the school if any bullying is suspected.
- To encourage their child to behave appropriately and respectfully toward others.
- To work with the school to reduce bullying and cooperatively implement strategies if their child has been involved.

### Students’ Responsibilities

- To behave appropriately at all times.
- To show consideration and respect and to support others.
- To ‘tell’ if they are being bullied or if they see someone being bullied – both at school and on the way to and from school. The Bully Box may be used.
- To attempt to use learnt strategies to deal with bullying incidents as outlined in the “Bounce Back Program” and PD/H/PE lessons.

### Prevention

It is important that the school community address the underlying causes of bullying relating to school organisational issues, learning and teaching issues and relationship issues.

### Preventative Strategies:

- Education and promotion of the school’s Anti- Bullying Policy to all stakeholders. “Is it Bullying?” displayed in all learning spaces.
- Implementation of an annual school education program for students to understand bullying behaviours. The school will use **“Bullying: A Whole School Approach”** (Suckling & Temple, 2001) lesson plans for students 3-6” and **“Cool Calm Kids”** (Suckling & Temple, 2001). 4 books are stored in the school library.
- Use of Restorative Practice Peer Support Program.
- Student Welfare programs including the school’s Core Values.
- Productive and respectful relationships established between all members of the school community.
- School rules, routines and processes negotiated and applied consistently.
- Adequate supervision of students during breaks on playground and classrooms.
- Active intervention when bullying occurs.

## Strategies for Students on How to Deal with Bullying Behaviours

- Stay in sight of peers and adults.
- Try to stay calm. Walk away without looking back.
- Try to show you are not upset. Practise this;
  - Look at the person. Try to speak in a strong voice. Say something like: “You might think that, but I don’t” or ‘why are you doing this?’
  - Throw arms in the air and say “Go away”! in a loud voice
  - Use an ‘I’ message. Express your feelings in an assertive way e.g. ‘I want you to stop’ or ‘I don’t like it’
- Go to a safe place e.g. with other children, near a teacher
- Talk to someone who can help you. (a teacher or your parent) Tell them what has happened, how you feel and what they can do to help. This is not dobbing!
- Use humour if appropriate.
- Never keep bullying a secret- talk to your teacher or use the classroom Bully Box note to inform staff.
- If in playground seek the help of an adult.

## Procedures for Dealing with Bullying Behaviour

Reported cases can be dealt with in several ways. It is recognised, however, that each case is different and may require an individual, case by case approach. In all cases it is important to ensure:

- All students have the right to be heard and listened to.
- Class teacher deals with smaller issues in the classroom in line with school Student Welfare Policy and class rules.
- Teacher on playground duty deals with smaller issues in the playground – if more serious in nature the duty teacher informs the Assistant Principal responsible for the stage who then deals with the bullying.
- Have discussions with the students involved and outline consequences for bullying behaviour – take appropriate action.

- That the principles of natural justice and due process are followed in regard to students reported for bullying.
- Parents and class teacher work with student to look at underlying problems and seek solutions. This may involve School Counsellor or referral to interagency support.
- Principal, and Executive staff work with teaching staff, parents and individuals to identify bullying behaviours where necessary.
- School Counselor and Learning Support Team and Department of Education Student Welfare Officers involved in individual programs if required.
- Serious bullying incidents are recorded and consequences are imposed in line with the School’s Discipline Procedures.
- Issues are resolved in a calm manner with as much time as necessary given to hearing what each student feels and assisting all students to feel more able to cope balanced by teaching and learning responsibilities.
- Students with identified bullying behaviour will take responsibility for their actions following the Department of Education and school Discipline policy.
- Teachers and their stage supervisors should organize meetings with parents if they’re concerned about bullying amongst students.
- Principal and Assistant Principals deal with major bullying incidents and may need to implement the DEC Suspension and Expulsion of Student Procedures.
- Principal, and Executive staff will enhance playground safety and wellbeing through the development of Playground Supervision.
- Incidences kept on the School Data base.
- Reporting to police where bullying behavior potentially constitutes a criminal offence.
- Parents and school staff work together.

## Procedures for Dealing with Cyber bullying

The school reserves the right to determine whether incidents of cyber bullying outside school hours relate to the responsibility of the school. Unsupervised social media use outside school hours is the responsibility of parents/carers. If determined that the school has a role to play, we will:

- Gather basic facts about the suspected cyber bullying and, if possible, identify the students involved.
- Contact student's parents/carers to alert them to the issue, and ongoing concerns regarding the welfare of the student.
- Reassure the student that the school is taking the incident seriously and that the reported bullying will be acted on.
- Implement appropriate responses to address the bullying using evidence-based responses such as restorative justice approaches to conflict resolution.
- Provide the following strategies to the student and parent to assist with managing the issue in the future:
  - Don't respond to any further messages/postings from the bully and, if possible, block further correspondence from them (block their mobile number or email address).
  - Report any further correspondence from the bully to the parent and an agreed school contact
  - Keep evidence of any bullying to assist with tracking down the bully and potentially reporting the matter to police (screen captures, bully's screen name, text and images).
  - Report any concerns to the administrator of the service used, including the mobile phone provider (if SMS is involved), website administrator (if social networking or chat services are involved), or internet service provider, as most have measures to assist with tracking and blocking the bully. Some block the bully's access to their services entirely as bullying is often a breach of website terms of use.

## Early Intervention

Some students are identified as being at risk of bullying or developing long- term difficulties with social relationships. Some students are also identified as using bullying behavior. These are some ways we will deal with this:

- Referral to Learning Support Team
- Using social skills programs "Bounce Back"
- Using Social stories and role play situations
- Develop a plan of action on how to cope with situations
- Find things the students are good at and celebrate the successes
- Promote leadership within the school amongst the students
- Promote positive peer relationships through Peer Support
- Encourage students to attend "Happiness HQ"

## Consequences

Students are aware that if they bully someone there will be consequences. One or more of the following will occur:

- Implement appropriate responses to address the bullying using evidence-based responses such as restorative justice approaches to conflict resolution.
- they will talk to teachers or the Principal about their behavior. .
- their parents will be informed.
- they may be removed from the classroom/playground
- they may lose privileges, such as participating in special activities, representing the school etc.
- they will need to offer apologies.
- they may lose their own time (detention).
- they may be suspended.

- they will need to show that they are able to treat others properly before their privileges are restored. Bullies and victims are offered support and counselling.

## Response

School Staff are committed to protecting students from bullying, however, students are reinforced that they can have control over how they react. They will not retaliate by using bullying and will try not to show fear, as the bully is no longer rewarded and the bullying may stop.

Students will be proactive and need to decide what action to take.

- Step 1: Ignore it. Show that it does not upset you. The bully is then not rewarded and the bullying may stop. If it does not stop:
- Step 2: Talk to the person bullying you. Tell her or him to stop. If it still does not stop:
- Step 3: Talk it over openly with trusted adults (i.e. class teacher or parent). They can help you decide what to do. If the bullying still does not stop:
- Step 4: Talk to the Principal. Allow him/her to take the action they see as necessary.

Students who are not being bullied but are aware of others who are, will be encouraged to report it, to protect those that are being bullied and so that the bully can be helped too. The Bully Box can be used to report incidents with the support of an adult.

The Anti-bullying plan is available on the school's website and will be reviewed every three years by the Student Welfare Committee, Executive Team, School Council and students. The effectiveness of the plan will be reviewed annually through the Annual School report using school surveys, feedback, record of incidents and observations.

## Additional Information

KidsHelp Line: 1800551800

Kids Matter: [www.kidsmatter.edu.au/](http://www.kidsmatter.edu.au/)

White Ribbon: [www.whiteribbon.org.au/](http://www.whiteribbon.org.au/)

## Principal's comment

The Grays Point Public School learning community is committed to working together to develop each child to their true potential in all areas of a contemporary curriculum. Students are nurtured in a supportive, respectful and technology-rich environment and are encouraged to strive for excellence as a life-long learner. Each child is encouraged to grow academically, creatively and socially as a unique individual, proud to be themselves and respect and accept others for who they are.

## School contact information

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# is it BULLYING?

When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*—  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

Our School in the Park is Second to None

GRAYS POINT  
PUBLIC SCHOOL



## Bully Box Note

(You may like to ask someone to help you complete this form)

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Have you been bullied? ☐ Yes ☐ No

Are you concerned someone else is being bullied? ☐ Yes ☐ No

Who? \_\_\_\_\_ Class? \_\_\_\_\_

By Who? \_\_\_\_\_ Class? \_\_\_\_\_

Where?

☐ Playground ☐ Classroom ☐ Cyber ☐ Other \_\_\_\_\_

How often does it happen?

☐ Once ☐ Twice ☐ Sometimes More ☐ All the time

Who have you told?

☐ A friend ☐ My teacher ☐ Another teacher ☐ My carer ☐ No one

What's happening?

☐ Physical Bullying ☐ Verbal Bullying ☐ Emotional/Social Bullying

Detail:

What would you like to happen?

Detail:

Staff member completing this form

Name \_\_\_\_\_ Date: \_\_\_\_\_

Action:

Action may also be taken by the Learning and Support Team, School Counsellor or Principal.

Information entered on Sentral - Yes ☐ Date \_\_\_\_\_ Not necessary ☐