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Sans Souci Public School Anti-Bullying Policy

"Encouraging Respectful Relationships"



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Dear Parents and Carers,

In line with the Department of Education and Training's policies and procedures on Student Welfare and in consultation with the school community, I am pleased to deliver the Sans Souci Public School's Anti-Bullying Policy for 2010.

This plan outlines in detail how our school will deal with bullying behaviour. It includes operational guidelines that contain specific strategies for identifying, reporting and dealing with bullying behaviours and has a focus on building respectful relationships.

The Sans Souci Public School Anti-Bullying Plan plays a key role in our planning for student wellbeing and effective learning. It complements our Student Welfare and Discipline Policy.

Consultation regarding the development of this policy began early in 2009 and all members of the school community were provided with opportunities for input. The policy has now been finalised with inclusions from the latest parent consultation meeting in February this year.

It is important to note that the Anti-Bullying Policy is under regular review and if at any time you have a concern about the policy and the way it is implemented, or you have a suggestion, please contact the school to discuss the matter.

We look forward to a productive and successful year and trust that this policy will lead to the effective management of bullying issues at Sans Souci Public School.

Ray Pooley
Principal
San Souci Public School

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SANS SOUCI PUBLIC SCHOOL ANTI-BULLYING POLICY

1.1 Contextual Statement

Sans Souci is a multicultural, inclusive school community where diversity is not only acknowledged, but also widely celebrated. It is a school where individual differences are respected in an environment that promotes a fair go for all. Our school community has developed a statement of core values that reflect these attitudes and beliefs.

These core values are:

EXCELLENCE
PARTICIPATION
HONESTY
FAIRNESS
CARING
COOPERATION
TOLERANCE
RESPECT

At Sans Souci Public School we acknowledge that bullying does, at times, occur. It is our aim to work together to develop a school culture that does not accept bullying in any form. This policy outlines procedures for reporting bullying and describes the levels of support available to all students. It is the responsibility of all members of the school community to reject bullying and support the collaboratively developed strategies in this plan.

The plan has been developed in the context of the following:

- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Partnerships with parents, caregivers, students and the wider community are central to the success of this process.

1.2 DET Policy Statement

- Schools exist in a society where intimidation, harassment and victimisation occur. Bullying must be taken seriously 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, intimidation and victimisation.

2.1 Bullying

- devalues, isolates and frightens
- affects an individual’s ability to achieve
- has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

Teachers, students, parents, caregivers and members of the wider community have a responsibility to work together to address bullying.

2.2 School Bullying Behaviour

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.

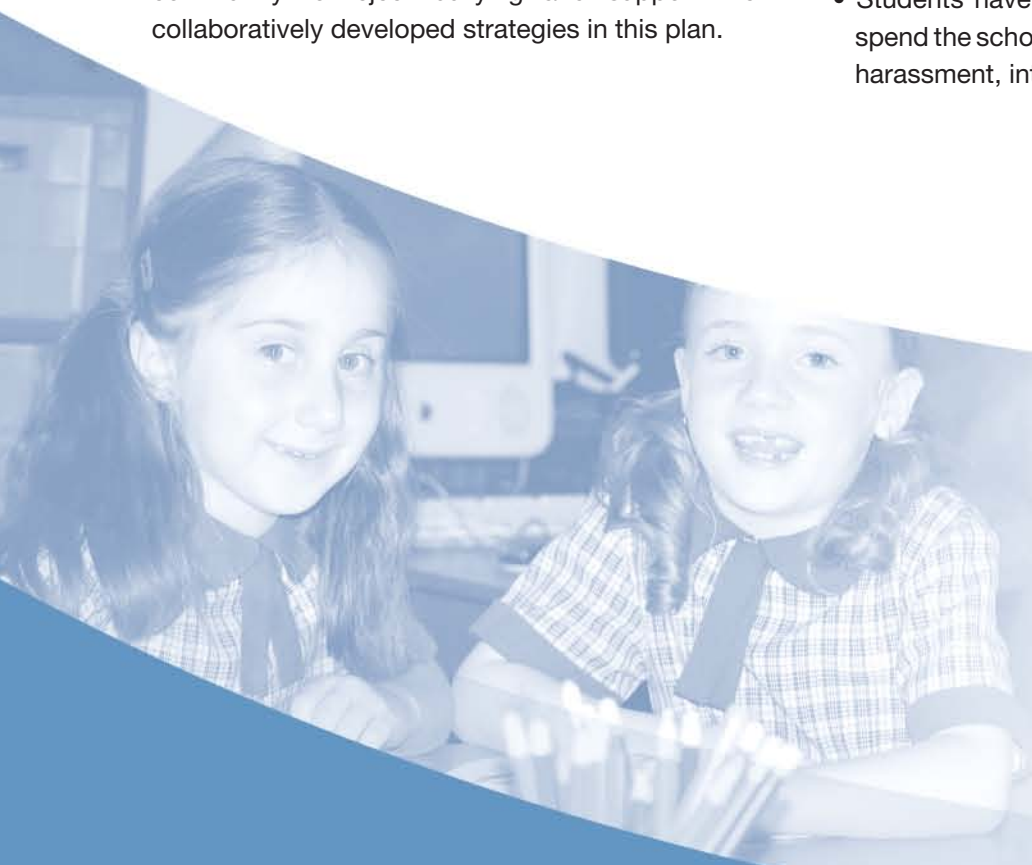
2.3 Bullying Behaviour Can Be:

- **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** including cyber bullying e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, chat rooms or other forms of social networking using ICT (can be more aggressive because it is not face to face).

3.1 A Statement of Purpose

Students attend Sans Souci Public School to participate in quality education that will help them to become self directed, lifelong 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 wellbeing of students cannot be accepted.
- Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying
- Students, teachers, parents, caregivers and members of the wider school community can expect:
 - that students will be safe at school, free from fear of bullying, harassment, intimidation and victimisation
 - to be involved in the collaborative development of the school Anti-Bullying Plan
 - 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 wider 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



We are a school where individual differences are respected in an environment that promotes a fair go for all.

3.2 Student Rights

Students at Sans Souci Public School have the right:

- to feel safe in the classroom and playground and be free from the fear of bullying
- to participate and contribute in a fair and supportive environment
- to be heard and treated fairly by the whole school community
- to be accepted and respected for individual differences and diversity irrespective of gender, race, religion or physical ability
- to be recognised for their individual endeavours and excellence.

3.3 Student Responsibilities

- Attend school on time, regularly, in correct school uniform
- Be prepared with correct equipment for all school activities
- Treat everyone with courtesy, kindness and respect
- Follow the school rules, procedures and values
- Take responsibility for their actions and accept consequences
- Help students who are being bullied
- Speak out against bullying and unacceptable behaviour
- Represent our school with pride and sportsmanship
- Behave in a non-aggressive way towards everyone

3.4 Staff Responsibilities

- Promote positive relationships that respect and accept individual differences and diversity within Sans Souci Public School
- Ensure effective supervision of students at all times
- Identify and discuss different forms of bullying with students and parents
- Teach explicit anti bullying lessons and ensure students are aware of the code of conduct
- Work together to resolve incidents of bullying behaviour
- Respond consistently to incidents of bullying
- Collect and analyse data to identify patterns of bullying behaviour
- Actively inform parents of the appropriate protocol to be followed to report bullying behaviour
- Provide support for both the subject(s) and perpetrator(s) of bullying behaviour
- Ongoing evaluation of the Anti-Bullying Policy

3.5 Parent Responsibilities

- Read the Sans Souci Public School Anti-Bullying Policy and assist their child(ren) to understand the policy
- Support their child(ren) in all aspects of learning and encourage respect and tolerance in the home
- Support their child(ren) in developing positive and appropriate strategies to respond to incidents of bullying
- Encourage their child(ren) to reject bullying in any form
- Be proactive with bullying and report incidents through the appropriate school channels
- Model anti-bullying attitudes and behaviour

It is the responsibility of all members of the school community to reject bullying.

4 Strategies to Prevent & Manage Bullying

4.1 Staff

- All class teachers (K-6) teach a 10 week unit dealing with anti-bullying strategies, cyber bullying, fair play and social skills
- Develop and use a common language for dealing with bullying behaviour i.e. ask these questions:
 1. What happened?
 2. Who was involved / was doing this?
 3. Was anybody hurt?
 4. What 2 strategies have you tried / used to fix the problem?
 5. What could we do now?
- Organise structured play during break times, utilising umpires and organised games/competitions
- Train Stage 3 students as peer mediators (*Bully Busters*) with strategies to deal with bullying behaviour on the playground
- Ensure proactive playground supervision (roaming, not stationary)
- Develop and utilise visual aids (posters and signs) that reinforce anti-bullying messages and fair play
- Follow up incidents and explain consequences to all parties

4.2 Students

- Behave appropriately, respecting individual differences, diversity and gender. This includes using non-sexist language
- Report any form of bullying to teachers or adults
- Participate in whole school Student Welfare and Personal Development programs
- Play safely and fairly
- Implement the school discipline code for dealing with inappropriate behaviour
- Reinforce positive behaviour via a playground reward system
- Identify potential conflict as quickly as possible
- Utilise strategies learnt in the class anti-bullying lessons
- Discuss playground incidents of bullying with Bully Busters, when referred by a teacher
- Provide strategies for students to deal with bullies and encourage students to inform staff of incidents



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4.3 Parents

- Work with the school to eliminate bullying – approach the school, not the other child’s parents
- Identify the problem and understand the difference between interactions of conflict and bullying behaviour
- Utilise the common language approach, developed by the school, to manage bullying
- Encourage children to report bullying
- Read the Sans Souci Public School Anti Bullying Policy and support your child(ren) in developing positive responses to incidents of bullying, consistent with the policy
- Assist your child(ren) to use learned strategies to deal with bullies and develop a plan
- Observe / note changes in your child(ren)’s behaviour
- Help your child(ren) develop positive attitudes, self esteem, confidence and respect for others
- If your child(ren) bullies another child explain that it is wrong to do so

5 Monitoring and Evaluating

The implementation and effectiveness of the Sans Souci Public School Anti-Bullying Policy will be monitored and evaluated by:

- Staff members effectively supervising students in the school environment and following up on all reports of bullying
- Members of the executive following up on reported incidents of bullying
- Accurate records of bullying incidents being kept, using playground data collection and utilising ‘Sentral’ - our school intranet.
- Bully Busters’ records of action
- Regular staff discussions about bullying at administration meetings and executive meetings
- Teachers’ annual review of Anti-Bullying teaching programs
- Parent, student and teacher surveys on bullying throughout the year and an annual formal evaluation of policy

6 Managing Bullying on the Playground

Teacher Response to Report of Incident

Teacher Uses the Common Language Approach:

1. Tell me what happened.
2. Who was involved / Who was doing this?
3. Was anyone hurt?
4. What two strategies have you tried so far?
5. How can we fix the problem?

Responses to the Answers


1. If a physical injury is obvious – send to office for first aid
2. If child is too distressed to talk – send to executive teacher
3. If suitable ask student to go back and try 2 strategies
4. If 2 strategies have been tried and have not succeeded teacher discusses how else the problem can be fixed
5. If problem is clearly serious referral to deputy principal or principal
6. If no immediate solution but clearly not too serious – referral to ‘Bully Busters’ team

Bully Busters Team Uses Checklist to Deal With Issue

- If ‘Bully Busters’ strategy is successful no further action is required
- If ‘Bully Busters’ team cannot find a solution then a referral to deputy principal or principal is made on ‘Bully Buster’ form

Follow Up From the Deputy Principal or Principal May Include:

- Conflict resolution sessions and / or counsellor referral
- Social skills program implemented
- Other support programs involved eg. IST - Behaviour
- Parent meetings
- Warning letters to parents informing of suspension if bullying does not cease
- Short suspension from school – up to 4 days
- Long suspension from school – up to 20 days
- Ongoing support for the victim of bullying




**The focus of
quality education
is for students to
learn and grow
with confidence.**

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7 “Bully Buster” Checklist

A checklist is used by the trained “Bully Buster” when dealing with issues that arise in the playground.



Bully Buster - Checklist

1. What happened?

2. Who was involved?

3. What have you tried so far?

4. How can we help you?

Playground Problem	Tick		Action taken by Bully Busters	Tick
Rules of game not being followed	<input type="checkbox"/>	➡	Bully Busters go to the game and clear up rules	<input type="checkbox"/>
Not being allowed to join in a game	<input type="checkbox"/>	➡	Bully Busters go to the game and see if person can join	<input type="checkbox"/>
Teasing	<input type="checkbox"/>	➡	Help student deal with the teasing by providing some strategies	<input type="checkbox"/>
No friends to talk to or play with at the time	<input type="checkbox"/>	➡	Help the student find a friend(s) to play with	<input type="checkbox"/>
Other Problem:	<input type="checkbox"/>	➡	Other action:	<input type="checkbox"/>

This issue will be referred to the Deputy Principal/Principal Yes/ No

Name of Bully Busters: _____ Date: ____/____/____

Name of Student/s: _____ Class/es: _____

Any other comment/details: _____





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