endeavour + excellence

community + opportunity

Sans Souci Public School

Anti-Bullying Policy

Encouraging Respectful Relationships

Buddy

Dear Parents and Carers,

In 2010, after consultation with the school community, Sans Souci Public School introduced its Anti-Bullying Policy. This has proven to be an effective policy as it includes specific strategies for identifying, reporting and managing bullying behaviours.

In 2019 this policy has been reviewed in the light of steady enrolment growth and students' increasing use of technology, particularly social media. Whilst the vast majority of cyberbullying incidents usually occur outside school hours, it is necessary to have strategies in place to address these issues as they affect the wellbeing of our students at school.

The policy has been updated to provide guidelines that assist students to develop responsible digital citizenship and also to support students in the event of incidents of cyberbullying.

The Sans Souci Public School Anti-Bullying Policy continues to play a key role in our planning for student wellbeing and effective learning. It complements the school's Student Wellbeing and Discipline Policy.
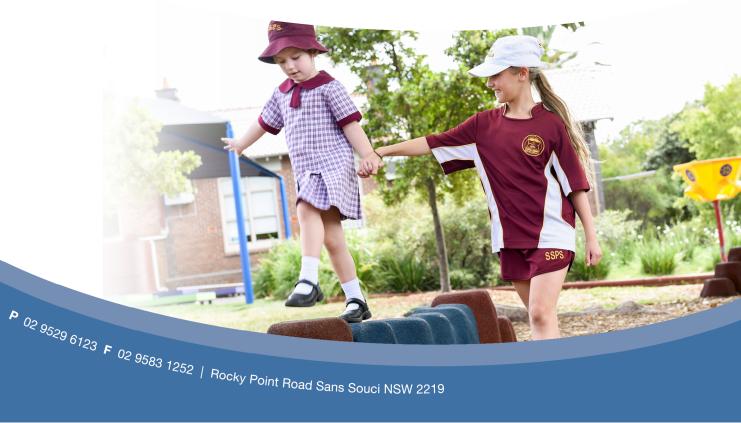
It is important to note that the Anti-Bullying Policy is under regular review and if at any time you have a concern about the policy and the way it is implemented, or you have a suggestion, please contact the school to discuss the matter.

Rob Jennings
Principal
Sans Souci Public School

Contents

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 fairness for all. The Sans Souci school community has developed a statement of core values that reflect these attitudes and beliefs.

These core values are:

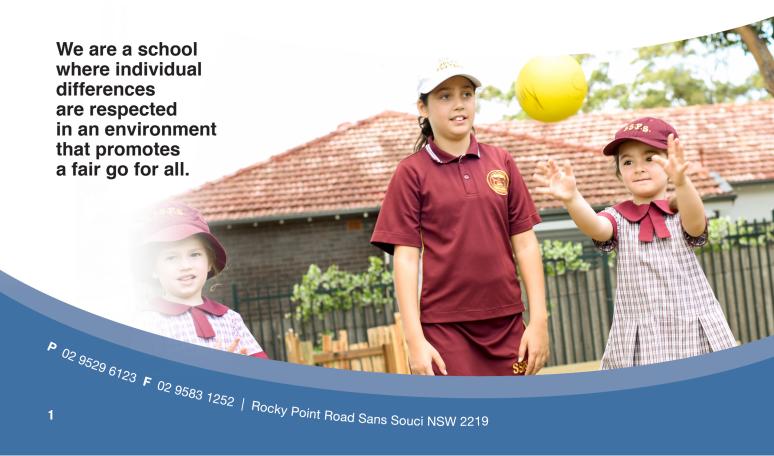|	
EXCELLENCE	PARTICIPATION
HONESTY	FAIRNESS
CARING	COOPERATION
TOLERANCE	RESPECT
RESPONSIBILITY	

At Sans Souci Public School it is acknowledged that bullying does, at times, occur. It is the aim of staff 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 positive student wellbeing.

- The wellbeing, safety and health of students informs 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 may occur. Bullying must be taken seriously and is not acceptable in any form, including online (cyberbullying).

- Students have the right to expect that they will spend the school day free from the fear of bullying, harassment, intimidation and victimisation.

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

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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, threatening gestures, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, chat rooms or other forms of social networking using ICT (which 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 connect, succeed and thrive 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 Policy to know what is expected of them and others in relation to the Anti-Bullying Policy

  - 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 bullying behaviour when they occur.

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 and;

- Behave in a non-aggressive way towards everyone.

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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 behaviour 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 and;

- 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

- Model anti-bullying attitudes and behaviour

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

4. Strategies to Prevent and Manage Bullying

4.1 Staff

- At the beginning of each school year, students participate in a series of comprehensive learning activities focused on anti-bullying strategies, cyberbullying, 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 two 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

- Regularly review playground policies and procedures

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

- 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

4.3 Parents

- Work with the school to eliminate bullying – approach the school, not the other child's parents or child

- 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 through the correct channels

- 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 their child(ren) to use learned strategies to deal with bullies and develop a plan

- Observe / note changes in your child(ren)'s behaviour

- Help their child(ren) develop positive attitudes, self esteem, confidence and respect for others and;

- If their child(ren) bullies another child explain that it is wrong to do so

5. Strategies to Prevent and Manage Online Bullying (Cyberbullying)

Cyberbullying is engaging in bullying behaviour using technology such as the internet or mobile devices.

Online bullying is different from other forms of bullying:

• Harmful material can be shared quickly and have long-lasting effects

• It can happen anytime

• It can be more difficult for children to manage

5.1 Staff

• Staff members teach a series of digital citizenship learning activities at the beginning of each school year (one such program is Common Sense Education – Digital Citizenship) https://www.commonsense.org/education/digital-citizenship/curriculum?grades=6%2C7%2C8)

• Take part in special days such as "National Day of Action Against Bullying and Violence"

• Complete e-safety courses. (For example "School Communities Working Together")

• Arrange professional performances at school to teach digital citizenship.

• Listen carefully to reports of cyberbullying by students

• Refer matters of concern to the school principal and school executive.

• Arrange annual visits by Police Youth Liaison Officer to speak to the students about the responsible use of technology and cyberbullying

5.2 Students

• Complete a series of digital citizen learning activities at the beginning of each school year.

• Students using the Internet and online communication services have the responsibility to report inappropriate behaviour and material to a responsible adult. If an incident occurs at school they need to report the incident immediately to the teacher, executive or principal.

• Must abide by the school BYOD Parent and Student Agreement and the guidelines set out in the school's Bring Your Own Device (BYOD) Policy 2019 and;

• Attend talks by Police Youth Liaison Officer regarding responsible use of technology and cyberbullying.

5.3 Parents

It is important that schools and families work together to resolve issues of school-related online bullying. Parents and carers should report issues of school-related online bullying to the class teacher, executive or school principal.

There are a number of key strategies to assist parents and carers in keeping their child(ren) safe online:

Parents and Carers need to:

- Remind their child to tell a trusted adult if they are bullied online

- Tell children not to share passwords with others

- Remind child to only give their mobile number or personal information to trusted friends

- Talk with their child and understand the ways in which they are using the Internet and their mobile phone

- Be aware of the age restrictions that can be placed on devices

- Make sure that their child's account settings are set to 'private' to control who sees their information

- Find out the age restrictions for the sites and Apps their child wants to use. Depending on the age of their child, set up their own accounts and 'friend' their child. By doing this, they can understand how the site's privacy settings work, see what their child posts online and how their child responds to posts made by others

- Know how to block unwanted users

- Encourage their child to only be friends online with people they know in day-to-day life and;

- Remind their child to think carefully before they post comments, or upload or send images online

Useful Links

For more information go to iParent on the Office of the eSafety Commissioner website provides trustworthy and helpful information for parents on all aspects of bullying.

bullyingnoway.gov.com/au

NSW anti-bullying website:

cms.det.nsw.edu.au/antibullying

Videos on the Office of the eSafety Commissioner's website provide useful information on online bullying.

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

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?

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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 – seek support of 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

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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

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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 e.g. 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 student who has been bullied