Anti-bullying Plan
Tumtable Creek 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.
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.

Tuntable Creek Public School invited involvement from the staff and the whole school community in the development and implementation of this plan. They will also participate in evaluating and reviewing this plan.

Statement of purpose

Tuntable Creek Public School provides a caring environment where every student is valued and respected as an individual. Every student has the right to feel safe, secure and free from bullying or intimidation.

- Bullying of any kind is NOT acceptable at Tuntable Creek Public School
- No one has the right to bully another person
- No one has to tolerate bullying
- No one should stand by and let bullying occur

Protection

Bullying is a pattern of behaviour by one person or a group towards another intended to hurt, injure, embarrass, upset or cause discomfort. It involves the inappropriate use of power by one or more persons over another less powerful person or group.

Bullying is usually an act that is repeated over time. It is a planned and persistent attempt to cause distress.

Bullying includes verbal, physical, social and psychological harassment.

Bullying can be:

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical</td>
<td>Punching; hitting; pushing; tripping; kicking; taking people’s things, even as a joke.</td>
</tr>
<tr>
<td>verbal</td>
<td>Name calling; teasing; making fun of someone because of their appearance, physical characteristics or cultural background; demanding money or goods; using threatening words and put downs. E.g.: “I'm gonna get you.” “You're dead”. “You're a loser.”</td>
</tr>
<tr>
<td>social</td>
<td>Alienating; shutting people out of groups; ignoring others; making rude gestures; spreading rumours and/or gossip.</td>
</tr>
<tr>
<td>psychological</td>
<td>Spreading rumours; stalking; dirty looks; hiding or damaging possessions; passing notes; stares and/or whispers.</td>
</tr>
</tbody>
</table>

Online bullying (sometimes referred to as cyberbullying) involves bullying carried out through the internet or mobile devices. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.
Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

Students do not enjoy the experience of being bullied and virtually all students want bullying to stop. Students who are being bullied may develop depressive symptoms. Research shows students’ behaviour, self-esteem and attitudes can be adversely affected by bullying.

Students who bully are more likely to resort to violence to resolve conflicts, to drop out of school, abuse drugs and alcohol and engage in other misconduct or criminal activity.

Students who are bullied may exhibit a number of symptoms:

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>personality changes, mood swings, sleep disturbance, insomnia, nightmares, depression, frequent tears, eating disorders – over/under eating</td>
</tr>
<tr>
<td>Physical</td>
<td>signs of torn clothing, unexplained injury, psychosomatic symptoms (headaches, stomach aches, nausea), negative body language, nervous habits</td>
</tr>
</tbody>
</table>

| Social | loss of confidence, withdrawal from friends, increased sibling rivalry, withdrawal from social media |
| Behavioural | outbursts of temper, mood swings, problematic behaviour |
| School | unwillingness to go to school, withdrawal from peer group, truancy, misbehaviour, requesting changes to transport, decline in work standards |
| Home | unwillingness to leave the house, withdrawal from family members, bullying behaviour towards parents and/or siblings, demand for extra money for school |

Individuals such as students, parents, caregivers, community members and teachers all have an important role to play when dealing with bullying behaviour. Underpinning this policy on bullying is the need for this school to promote respectful relationships within the whole school community.

Bullying has a destructive and pervasive effect on the lives of both the bullied and the bully. Tuntable Creek Public School recognizes that the development of a safe and happy school requires a whole school approach to addressing bullying. Truancy, violence, classroom learning, and respect for staff and peers will all be enhanced as a result of reducing and effectively addressing bullying.
Prevention
The key to anti-bullying interventions is to address all parties involved, that is the bully, victim and bystander. Proactive staff strategies might include, but are not limited to, the following:

- Model non-aggressive approaches to behaviour management
- Remove opportunities for bullying to occur – staff to arrive on time, oversee student group formations, use positive reinforcement and inclusive strategies
- Talk about bullying – definitions and myths
- Explicitly teach and model expected positive behaviours in line with YCDI program lessons and the reinforcement of Tuntable Creek Public School rules.
- Give clear messages about what behaviours are accepted
- Encourage reporting and empathy
- Welcome new students, engage all students in conversation
- Provide anti-bullying resilience peer support through class/assembly role plays and class/playground buddies
- Discuss behaviour support at Learning Support Team (LST) meetings (bullying incidents)
- Teach social skills through class and playground programs. Providing students with a ‘Toolbox’ for managing conflict.
- Identify future focus for explicit teaching and interventions through analysis of behaviour data.

Early Intervention
Interventions require the ongoing education of students to develop skills and strategies to allow them to identify, cope with and prevent bullying occurring. The key to anti-bullying interventions is to address all parties involved, that is the bully, victim and bystander.

Strategies and programs which Tuntable Creek Public School will implement for students identified as being at risk of developing long term difficulties with social relationships are:

- Social skill lessons.
- On-going discussions/class talks.
- Role play/workshops.
- Explicit teaching and reinforcement of positive school expectations through lessons across K-6. This includes a Window of Safety set of rules agreed upon by all
- Develop conflict resolution skills.
- Provide safe havens.
- Referral to support agencies.
- Access to School Counsellor.
- Access to out of school agencies and Year 6 Interrelate.

Strategies and programs Tuntable Creek Public School will implement for students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour are:

- Build self-esteem and empower children
Access to a nominated anti-bullying support teacher and DE support personnel, such as School Counsellor

Provide students with consulting options

Implement consequences for bullying behaviour.

At Tuntable Creek Public School the strategies listed below will be implemented to maintain a positive climate of respectful behaviour where bullying is less likely to occur:

- Promote Values for the whole school and individual students
- Continue positive student welfare programs e.g. YCDI program Toolbox strategies
- Celebrate the diversity of all students through multicultural and celebration days, such as NAIDOC week and Harmony day
- Continue to provide social skill programs that build the self-esteem of all students
- Empower students in the classroom through teaching assertiveness, conflict resolution and anger management skills
- Develop a shared concern and listen to students, provide safe havens and counselling
- Look for warning signs and implement consequences for bullying behaviour

The Tuntable Creek Public School Anti-Bullying Plan will provide information for students, parents, caregivers and teachers in relation to:

Identifying bullying behaviours.

Strategies that will be utilized by the school to effectively deal with bullying behaviour will be clearly articulated, including the professional learning of teachers and other school staff.

Reporting bullying behaviour: Students, parents, caregivers and teachers will be provided with clear procedures to report bullying behaviour.

Dealing with bullying behaviour: Students, parents, caregivers and teachers will be provided with clear procedures to deal with bullying behaviour.

This plan has three major components:

1. Prevention
2. Intervention
3. Handling Bullying Complaints

Prevention Strategies

- Student Strategies – clear understanding of what bullying is and what it may look like; role-plays.
- Peer support program across the school with students in Years K-6.
Education about Bullying and its effects.
Communication and problem solving skills.
Explicit lessons in PD/H/PE
Embed anti-bullying messages into each curriculum area – explore, discuss and analyse values relevant to the content they are studying and their own lives.

Curriculum Strategies
- Inclusive teaching and learning practices
- Explicit teaching and learning units of work that address bullying behaviour
- Valuing and promoting classroom discussions on student-related issues

Intervention Programs
a) Student Strategies: Students have a responsibility to:
- Recognise and report bullying behaviour
- Support others and behave responsibly as bystanders
- Behave appropriately and follow our school rules and values in order to respect individual differences
- Behave as responsible digital citizens.

b) Staff Strategies: School Staff have a responsibility to:
- Recognise, intervene and take action when incidents occur
- Educate students about bullying and give clear messages about what behaviours are accepted
- Inform parents
- Provide support, discipline, mediation and responsive action
- Be proactive and model non aggressive approaches to behaviour management
- Talk about bullying, definitions, myths and strategies

c) Parent Strategies: Parents and caregivers have a responsibility to:
- Report incidents of school related bullying behaviour to the school
- Monitor their children and support them to become sensible and responsible digital citizens
- Maintain open dialogue with the school in order to work collaboratively to resolve incidents of bullying when they occur
- Communicate with their children in order to assist in their understanding of bullying behaviour
- Participate in all reviews of the school’s student welfare policy

School Anti-bullying Plan – NSW Department of Education
Accept a shared responsibility for the development of appropriate social behaviour in their children.

The Department of Education (DE) provides a policy and guidelines for handling complaints, the Complaints Handling Policy. While most complaints should be resolved informally with the relevant

Detail the strategies your school will implement to empower the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

Procedures for Handling Bullying Complaints

Tuntable Creek Public School’s procedures for handling bullying complaints are based on the School Welfare Policy.

Five principles related to bullying:

1. Students who bully can change their behaviour.
2. Bullying behaviour is the problem, not the person.
3. Harm caused must be acknowledged.
4. Reparation is essential.
5. Bullies and the bullied require support and care.

All students are encouraged to report any incident of bullying to their Teacher or Principal.

Strategies to support bullied students:

- Teach assertiveness skills through class/playground social skills programs
- Teach conflict resolution skills
- Develop a shared concern. Listen
- Empower students in situations where they experience success
- Share stories about bullying
- Provide safe havens
- Consistently provide an environment that contributes to building self esteem
- Make referrals to the School Counsellor and Department of Education (DE) personnel where appropriate.

Strategies to support students who bully:

- Build self esteem
- Look for warning signs
- Implement consequences for bullying behaviour
- Provide students with counselling
- Teach problem solving skills
- Teach Cooperative Learning strategies
- A teacher will support students involved in the anti-bullying process
- Support students in positive behavioural change
- Empower students in the classroom.

WHAT TO DO IF YOU WITNESS BULLYING.

1. Support your friend with an “I” statement. (e.g. “I do not like the way you are treating …”)

The Anti-Bullying Plan – NSW Department of Education
2. Be firm but do not yell or argue. (e.g. “Stop! No! Don’t do that!”)

3. Report it to a teacher.

At Tuntable Creek Public School anti-bullying messages are embedded into each curriculum area and at every year level.

The Tuntable Creek School community considers bullying behaviour to be a behaviour that is not accepted at our school. Bullying can be frightening and physically and emotionally damaging for children to experience. The staff at Tuntable Creek Public School promotes positive relationships that respect and accept individual difference and diversity amongst the whole school community. All staff members are committed to actively collaborating together to eliminate and resolve incidents of bullying behaviour when and if they occur.

The Department of Education (DE) provides a policy and guidelines for handling complaints, the Complaints Handling Policy. While most complaints should be resolved informally with the relevant employee, student or community member, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint.

The DE seeks to resolve difficulties, grievances and complaints in a prompt, impartial and just manner. Staff at Tuntable Creek Public School will follow the procedures and guidelines recommended by the DE, where necessary, when dealing with bullying complaints.

Strategies our school will use to identify patterns of bullying behaviour:

- Encourage children, parents and teachers to report any incidents of bullying behaviour
- Teacher/executive intervention occurs where student/s are counselled and parents are contacted
- Incident recorded in Tuntable Creek Public School incident file
- Any unresolved or ongoing issues may require -
  - Principal intervention
  - Parent interview
  - Counsellor intervention
  - Itinerant Support Teacher Behaviour intervention
  - Playground removal to focus on specific social skill development
  - Suspension. Any form of physical bullying will result in a suspension warning or immediate suspension as per DE Suspension Policy
  - Return from suspension support strategies for the student.

Our school will promote and publicise this plan by:

- Presenting it at the Parents and Citizens Annual General Meeting each year
- Presenting it to new families through the Kinder Orientation program
- Providing a link on the school website
- Through the school newsletter – providing a message to parents that the policy is completed and a copy is available for them to read, through the school office.
Monitoring and evaluating the effectiveness of our school Anti-bullying plan is important. Formal evaluations will be conducted every three years, as part of developing and reviewing our new school plans. The relevance and effectiveness of the school’s practices, policies and teaching and learning programs will be reviewed. Parents and caregivers will be invited to attend all policy reviews. In terms of this policy the following questions are examples of how the evaluation process will be structured:

- Is the policy clearly understood by all members of the school community?
- Is the policy meeting the needs of students and effectively eliminating bullying behaviour?
- Does the policy reflect and align with current Departmental Education and Community policies?
- How positive and effective are the relationships between staff, parents and students?
- Has staff development been sufficient to meet the needs and requirements of this policy?
- Is there adequate parental support and input for this policy?

**Additional Information**

Police Youth Liaison Officers (YLO) are responsible for delivering safety talks at schools, delivering cautions and referring children and young people to youth justice conferences.

There is a Police YLO at each of the Local Area Commands across NSW. The closest Police YLO for Tuntuble Creek Public School is based at Lismore.

**Principal’s comment**

In preparing this plan, the committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes.

I would like to thank all who were involved in the process of preparing our school’s Anti-Bullying Plan.

When developing this policy the NSW DE Anti-Bullying Plan was consulted. Therefore, the Tuntuble Creek Public School’s policy strongly reflects the DE Anti-Bullying Plan.
Principal – Alison Bath
P & C Representative – Kerry Mason
Classroom Teacher – Jodie Digney
SAM – Kathleen McMahon

School contact information

Tuntable Creek Public School
Tuntable Creek Road, The Channon. NSW 2480
Ph: 0266886212
Fax: 0266886397
Email: tuntableck-p.school@det.nsw.edu.au
Web: www.tuntableck-p.schools.nsw.edu.au