



Education &  
Communities

# Anti-bullying Plan

School Name: Bankstown West 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: Bankstown West Public School

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.

This Anti-bullying policy is consistent with the school Discipline Code and Student Management Policy. It has been implemented in consultation with the community, and will be regularly reviewed and modified, as the need arises. A formal process of evaluation will be undertaken every three years.

## Statement of purpose

Bankstown West Public School is an inclusive environment where diversity is affirmed and individual differences are respected. Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.

Students and all members of the community have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying behavior can be: verbal, physical, social and psychological.

Students, teachers, parents and members of the wider community have a responsibility to create a safe and happy environment, free from all forms of bullying.

Bullying is not acceptable in any form.

## Protection

Bankstown West Public School uses a proactive approach that teaches students strategies in how to work and play in the classroom and playground. They provide teachers with a framework that is positive and consistent across grades K-6. We aim to:-

- ensure the school is a safe and happy environment for all.
- recognize that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness.
- provide a strong supportive culture where there is an understanding that bullying and anti social behaviour is not acceptable under any circumstances, including cyber bullying.

### Students can expect to:

- know that their concerns will be responded to by school staff
- be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
- take part in learning experiences that address key understandings and skills in relationships, safety, gender equity, discrimination, bullying and harassment. This will be guided by the Personal Development, Health and Physical Education Key Learning Areas.
- know that students, parents, teachers and caregivers work collaboratively to prevent and respond to bullying behavior.

## Prevention

The following strategies will be implemented to deal effectively with bullying.

**Taking Positive Steps:** The children are taught positive communication and relationship skills through the teaching of units which focus on components of Personal Development, Health and Physical Education.

- The Social Skills Program will be implemented each year focusing on promoting skills in communication, decision making and interaction.
- During Technology sessions students will be educated about Cyber Bullying (if age appropriate) and responsible internet usage.
- Through the provision of Peer Support Groups the school will focus on teaching specific skills and attitudes. The two units “Being Optimistic” and “Together we can work it out” will be implemented on a biannual basis, these focus units will be implemented over one term.
- The school acknowledges and reinforces positive behaviour through the implementation of our reward system as articulated in the School Discipline Policy. This level system recognizes and rewards positive behaviour and student achievement.
- In-service training sessions for staff and parent workshops are conducted regularly to raise awareness of bullying.
- The Anti-bullying Plan is available to all parents through the school website. The effectiveness of the Anti-bullying Plan will be reported to the school community annually.
- A copy of the class management system, school discipline code and class rules are sent home at the beginning of every year to facilitate communication of expectations between home and school.
- General awareness raising sessions are held periodically over the year to deal with such issues as reinforcing playground rules, reinforcing the uniform policy and attendance requirements.
- Parental agreements concerning appropriate internet usage and use of technology are sought at school enrolment. Schools correspond regularly with parents about safest practice of internet usage.

## Classroom Strategies

- Class rules are negotiated every year with teacher and students - based on Student Welfare Policy.
- Students and parents discuss and sign a personal agreement each year indicating understanding and willingness to adhere to appropriate playground behaviours.
- Class meetings are held as a means to alleviate bullying incidents.
- Specific programs are implemented in grade/class programs to address any bullying issues that are identified.
- Teaching of appropriate playground activities.
- Regular classroom discussions of bullying.

## Early Intervention

### **Supporting the child being bullied**

- ***Assigning a person (teacher or child) to support the child being bullied by giving assurances that reports of bullying will be followed up and dealt with appropriately.***
- ***Role play or peer mediation may be utilised.***
- ***Parents will be notified so support can be given at home.***
- ***School counsellor intervention will be available.***

## Response

**Putting Procedures in Place:** The Referral System as articulated in the school’s Discipline Policy will be utilised for reporting and dealing with bullying incidents.

## Referral System

A ‘REFERRAL’ is the process of reporting of a student to a school executive, by a teacher, for a serious or repetitious incident that has

occurred in the playground or the classroom. All referrals are accompanied by a referral note which states the nature and date of the incident. All referrals are signed by the referring teacher and an executive member of staff. The teacher and student are interviewed by a school executive at an appropriate time and place. A decision is made as to whether the referral will become an official Referral by the executive member.

The Referral System is:

- an accurate record of classroom and playground incidences;
- an indicator of problems
  - the same name/s appearing more and more
  - similar incidences occurring – particularly in the playground
- a system whereby information is shared with staff;
- a mechanism where information is communicated to parents.

### **Consequences of a Referral**

Referrals are presented and recorded for unacceptable and inappropriate behaviour and are co-coordinated by a designated staff member. The RISC (Register of Individual Student Contact) Program will be utilized for the recording of this information.

**Stage 1:** When a child receives his/her first official referral, a supervised detention, by a rostered teacher, may be arranged.

**Stage 2:** After 2 official referrals, a form letter will be sent home notifying parents of the child's behaviour (stating incidents and dates). Parents are requested to sign the letter (acknowledging receipt) and comment (optional). The letter is returned to executive/principal. A request for an interview by a parent is optional. Parents are requested to work through class and /or playground rules with their child.

**Stage 3:** A 3<sup>rd</sup> referral will result in a similar letter being sent home stating that the child's behaviour in the classroom or playground is under review.

This review will outline sanctions that may be put into place if a 4<sup>th</sup> referral is given. If the 3 referrals are for similar incidents, e.g. fighting in the playground, Stage 4 procedures will be instigated.

**Stage 4:** A 4<sup>th</sup> referral will result in a letter being sent home requesting an interview to be arranged between the parent/s and the executive/principal to discuss the child's behaviour. Exclusion from the playground for an extended period will be given as a result of this meeting.

The School Counsellor will be alerted of a possible child at risk. Depending on work load and priorities the counsellor may be involved at this stage.

**Stage 5:** Subsequent referrals will lead to a DAILY BEHAVIOUR REPORT being kept and if necessary exclusion from school activities such as Sport, PSSA, Excursions, etc.

**School Counsellor input will be considered mandatory at this stage with the child being given highest priority.**

**Stage 6:** Continued unacceptable and / or inappropriate behaviour indicates to the school that the child has no desire to follow the school rules. The Principal may be forced to issue a formal warning of suspension or suspend (short term followed by long term suspension) the child for the welfare and safety of the other members of the school.

**NB: The Principal's discretionary powers override the whole system. Sanctions indicated in Stages 5 and 6 may be invoked in earlier stages depending upon severity of the incident.**

**More serious incidences may involve notifying the police, police liaison officer the Child Wellbeing Unit or Community Services.**

### **Time Line**

The Referral System process will cover a 2 term period, Terms 1/2, Terms 2/3, Terms 3/4. Children will start afresh at the beginning of each period; the exception being those on daily behaviour reports (Stage 5 and 6). The

behaviour of these children will be monitored before any decision to change their status is made.

### **Integration Students**

All integration students, whether intellectual/behavioural/physical, are enrolled under special conditions. These children are subject to individual programs which stand alone. Some students will not be covered by the Referral System. These students will be on individual programs which are closely supervised and monitored by teachers and reported to parents either weekly or daily, according to the child's progress.

### **Monitoring and Evaluation**

The Anti-bullying plan will be reviewed on a regular basis, every three years, so that all members of staff are aware of and committed to the plan. It should reflect the current needs and teaching practices at B.W.P.S. Surveys of staff, parents and teachers will be conducted regularly. Other evaluative processes such as number of referrals and amount of children accessing the behaviour system will also be utilized. These surveys will give important information about the nature and incidence of bullying behaviours at Bankstown West Public School and will drive future directions to ensure the school is a safe and happy place.

### *Additional Information*

**Police Youth Liaison Officer 9783 2262**

Kids Help Line: 1800 551 800 (24 hours-toll free)

### **Principal's Comment:**

Our Anti-bullying Plan is a result of collaboration between representatives of all members of the school community under the expert guidance of committee leader Mrs Benson.

**The Anti-Bullying Plan – NSW Department of Education and Communities**

Our community values respect and responsibility and together we will continue to model and promote positive relationships that encourage inclusivity, diversity and acceptance. We continue to strive to ensure Bankstown West remains a safe and happy place for all.

### *School Team:*

***Felicity Bonello: Principal***

***Nicole Benson: Assistant Principal***

***Joyce Hone: Assistant Principal***

***Robert Brannigan: Teacher***

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