

# **Bundeena Public School Anti – Bullying Plan**

Bundeena Public School does not tolerate bullying in any form. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environment of Bundeena Public School.

The Bundeena Public School Anti-Bullying Plan plays a key role in our overall approach to ensuring the safety and wellbeing of all students in an environment where effective learning can occur. This plan applies to all student bullying behaviour, including cyberbullying.

## **Defining Bullying Behaviour**

Most researchers agree that bullying:

- Involves repeated actions;
- Is intended to cause distress or harm; and
- Is grounded in an imbalance of power

“Bullying is an **ongoing misuse of power** in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. **Single incidents and conflicts or fights** between equals, whether in person or online, **are not defined as bullying**. However, these conflicts still need to be addressed and resolved. (Australian Government Department of Education and Training 2016)

### **Face-to face Bullying or Direct Bullying**

- Is overt and easier for adults to detect
- It can include but not limited to actions such as punching, kicking, hitting, scratching, tripping spitting, verbal insults such as name calling, teasing, abuse, putdowns, sarcasm, insults, threats

### **Covert Bullying or Indirect Bullying**

- Is usually hidden from adults
- It can include but not limited to behaviours such as spreading rumours, excluding, threatening, blackmailing, ignoring, ostracising, alienating, inappropriate gestures, dirty looks, whispering and stealing friends

### **Online Bullying or Cyberbullying**

- Is a specific type of covert bullying that uses electronic forms of contact
- Can be difficult for adults to detect or track
- Can be particularly harmful to the targeted student because of the large potential audience

# **Intervention and Prevention of Bullying**

At Bundeena Public School we focus on preventing bullying in key school environments such as the classroom, on the playground and online.

## **In the classroom**

Teaching about what is bullying and how to deal with it is part of a **comprehensive and coordinated whole-school approach**. Bullying is addressed by teaching students about:

- feelings
- positive social interaction
- diversity
- discrimination
- power
- conflict
- PBL lessons about outdoor expectations

Social and emotional learning can help students develop the understandings, strategies and skills they need to:

- foster a positive sense of self
- promote respectful relationships
- build their capacity to manage their emotions, behaviours and interactions with others.

Research shows that teaching specific social and emotional skills across curriculum areas enhances existing skills and promotes new skills.

A supportive and connected school culture is respectful of diversity. It helps all members of the school community feel connected, welcomed and valued.

Staff will have access to professional learning to update and develop their knowledge of current practices.

## **On the Playground**

An effective approach requires attention to the whole-school environment. Areas such as the playground, hallways, the canteen and toilets are less structured environments than classrooms and usually have lower levels of teacher supervision. As a result bullying behaviour is more likely to occur in these areas.

Having clear expectations for student behaviour and planning for areas around the school to be well supervised can also minimise the likelihood of bullying behaviour.

It is important to consider whether there are areas in the school where bullying is more likely to occur. Teachers and students working together to identify such areas and planning together to address any issues helps to build a good school culture and positive school climate.

Data(from Sentral) is used from playground incidences/reporting to map bullying behaviour.

Data collection can:

- identify what is currently happening
- identify contributing factors
- help develop improvements
- provide information to monitor and review

### **Online**

This plan also applies outside of school hours where there is a **clear and close relationship between the school and the conduct of the student.**

Online bullying is using technology such as the internet or mobile devices to bully someone. It can include:

- sending abusive text messages and emails
- posting hurtful or threatening material on social media like Instagram, Facebook, Twitter and Snapchat, or on gaming networks
- imitating or excluding others online
- tagging inappropriate or unflattering images
- threatening another person to do something such as sending revealing images.

Online bullying can be prevented or reduced by developing and communicating a shared understanding of appropriate online behaviour across the school. Schools that have clear expectations and explicit teaching of safe and responsible online behaviour establish conditions that make online bullying less likely.

### **Student Voice**

Bullying often happens in the presence of witnesses (or bystanders) who can play a key role in influencing bullying behaviour. Four distinct bystander roles have been identified:

- **reinforcer** - encourages the bullying by laughing and cheering
- **assistant** - actively supports the bullying by doing things such as blocking exits
- **outsider** - silent observation that could be interpreted as approval
- **defender** - active support for the person being bullied, also called upstander.

Bystanders contribute to the problem - **upstanders can stop the problem.**

If it is safe to do so, students can become upstanders by:

- speaking out and telling the bully to stop
- distracting the bully by refocusing attention away from the person being bullied
- telling a teacher who can help.

# **Strategies to deal with bullying**

## **Students should:**

- behave appropriately, respecting individual differences and diversity;
- behave as responsible digital citizens;
- behave as responsible upstanders; (“You can sit with me” intervention training) and
- report incidents of bullying to a responsible adult in the school
- be aware of the effects of bullying- they may feel ashamed, alone unsafe, afraid
- talk to someone- friends, teacher, parents, school counsellor, support staff, Kids Helpline, police

## **Try some strategies**

Ignore the bullying. Turn your back and walk away.

Act unimpressed or pretend you don't care what they say or do to you. You could say, “Okay, whatever” and walk away.

Say “No” or “Just stop!” firmly.

## **Online**

Stay calm.

Don't respond when you're angry or upset.

Tell someone: a parent or carer, relative, adult friend, teacher or the school's counsellor or psychologist. Ask for advice.

If you want to talk to someone other than your school or your family you can contact [Kids Helpline](#). You can call them for free on 1800 55 1800.

Only share your personal information with people you know and trust

Be careful when posting images – they could be shared in public places

Never share your passwords with anyone.

## **Block and Report**

## Parents should:

Visit the NSW Department of Education Anti-Bullying website for assistance in dealing with keeping your child safe online, and how to deal if your child is being bullied, witnessing bullying or is being a bully.

<https://antibullying.nsw.gov.au/parents-and-carers>

## School staff

Staff will implement a holistic, whole school approach aimed at fostering positive behaviour which has been shown to have a positive effect on reducing bullying. This will include

PBL (Positive Behaviour for Learning) strategies by:

- respecting and supporting students;
- modelling and promoting appropriate behaviour;
- being vigilant always in monitoring student behaviour and practise active supervision;
- promoting a culture of reporting bullying;
- providing, depending on the severity, students with the opportunity to modify their behaviour;
- offering counselling;
- committing to the teaching of social emotional competencies
- seeking professional development on how to maintain a positive school climate
- using the *Method of Shared Concern* to counsel students
- face to face interview;
- talking with a mentor;
- monitoring and evaluating the Anti-Bullying Plan for the purposes of annual reporting on the effectiveness of the plan
- using time out/reflection time/ monitoring periods/suspension/expulsion.