NSW GOVERNMENT | Education

JASPER ROAD PUBLIC SCHOOL

Anti-bullying Plan

Bullying:
Preventing and Responding to Student Bullying in Schools Policy (2011)

Updated 22/5/2018

The NSW Department of Education 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.

The Anti-Bullying Plan – NSW Department of Education

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. This school anti-bullying plan is being presented to the school community for consultation and feedback. The plan will be reviewed and amended as required. The plan will be reviewed annually at a minimum.

Statement of purpose

Behaviour that affects the delivery of quality teaching and learning and interfere with the wellbeing of staff and students are not accepted at Jasper Road Public School. All members of the school community have a responsibility to maintain a safe and happy learning environment, free from all forms of bullying, harassment and discrimination. Our school anti-bullying plan is developed collaboratively in consultation with all members of our school community. School community members are aware of how to report and seek assistance for all incidents of bullying. Protection Bullying, harassment, violence and discrimination are all harmful behaviours that deprive individuals and groups of their rights, jeopardise physical and emotional safety and undermine the wellbeing of our school community. Bullying is intentional, repeated behaviour by any individual or group of individuals that causes distress, hurt or a feeling of being unsafe.

Protection

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 conflict or fights between equals, whether in person or online, are not defined as bullying. 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.

Bullying and harassment is:
- physical - hitting kicking, pinching, tripping, spitting, scratching
- verbal – name calling, teasing, insults, threats, put-downs, racist and sarcastic comments
- psychological – stand-over tactics, gestures, dirty looks, hiding possessions, using any form of technology to send messages to deliberately cause distress to an individual or group of individuals, take photographs without permission and share photographs to humiliate.
- social – deliberate social exclusion, rumours, putdowns, making inappropriate gestures

Discrimination is treating one person or group less fairly or well than others. Discrimination may be direct or indirect and based on factors such as ability, culture, ethnicity, gender, sexuality, sexual orientation, physical appearance, age, religion, marital status, parenting status or economic status.

Violence is the damaging and destructive use of force used to assert power over others. All members of the school community have a responsibility to implement the Anti-Bullying Plan by reporting bullying behaviour, promoting positive relationships within the school community and by supporting students and resolving incidents when bullying occurs, according to this plan and their role in the school community, Positive Behaviour for Learning flowchart for managing inappropriate behaviour and relevant Department of Education policies and procedures.
Students have a responsibility to:
- know that their concerns will be responded to by school staff
- be provided with appropriate support
- engage in learning experiences that address understandings and skills relating to the development of positive relationships, safety, gender equity, discrimination, bullying and harassment
- behave appropriately, respecting individuals diversity and differences
- follow the Anti-Bullying Plan and Positive Behaviour for learning school expectations
- report incidents of bullying and harassment directed at them or another individual immediately to a teacher

Parents and care givers have a responsibility to:
- support their children in all aspects of their learning
- 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
- support all students to manage bullying incidents utlising strategies from the school's Anti-Bullying Plan

Teachers have a responsibility to:

School Anti-bullying Plan – NSW Department of Education

- respect and support students in all aspects of their learning
- model appropriate behaviour
- respond in an appropriate and timely manner to incidents of bullying according to the school's Anti Bullying Plan, Positive Behaviour for Learning flowchart for managing inappropriate behaviour and relevant Department of Education policies and procedures

The school executives have the responsibility to:
- inform the school community about the school Discipline and Wellbeing Policy and school Anti Bullying Plan
- oversee the development of teaching programs that provide students with strategies to respond appropriately to incidents of bullying behaviour, including the responsibilities of observers and bystanders
- provide information to parents, caregivers and students on strategies that promote positive and appropriate behaviour and their role in resolving incidents of bullying
- follow up allegations of bullying, harassment and intimidation

Prevention

- all members of the school community will be informed of the school Positive Behaviour for Learning expectations of Safe, Team Player, Achieving and Respect, system to manage inappropriate behaviour, Jasper Road PS Discipline and Wellbeing Policy and Anti-Bullying Plan

- Jasper Road PS school, Bounce Back and classroom expectations will define expected and appropriate behaviour for students in the classroom, playground, representing our school and while travelling to and from school

- the curriculum will support the Anti-Bullying Plan with quality teaching and learning activities to promote awareness of appropriate and protective behaviours aligned to syllabus documents

- School initiatives to promote a positive learning environment for all community members.

- parents informed of programs and school initiatives through home-school communication and P&C communication

- teachers will have access to professional development focused on anti-bullying strategies Early Intervention School initiatives to promote a positive learning environment for all community members to minimise the likelihood of bullying incidents include: Positive Behaviour for Learning and monitoring of data, Bounce Back, Peer Support, Kindergarten Buddies, Friendly Schools, development of behaviour and risk management plans, Learning Support Team consultation, school counsellor referral and ARCO and Women's Contact representative

Early Intervention

Early Intervention School initiatives to promote a positive learning environment for all community members to minimise the likelihood of bullying incidents include: Positive Behaviour for Learning and monitoring of data, Bounce Back, Peer Support, Kindergarten Buddies, Friendly Schools, development of behaviour and risk management plans, Learning Support Team consultation, school counsellor referral and ARCO and Women's Contact representative

Response

Involving the **school community**

Bullying is either encouraged or stopped by the people who see it happening.

Bullying can be an accepted part of a community, or it can be understood by everyone as not acceptable and not appropriate.

This is why countering bullying involves the whole school community.

Each person in the school community has an important role.

School leaders play a key role in fostering a safe and supportive climate across the whole school.

Involvement of the whole school community

School leadership is pivotal to the involvement of the whole school community in preventing bullying. A range of strategies fosters this involvement, including:

•working with the school community, including parents, carers and students, to evaluate the school's capacity to develop and maintain a safe and supportive school

•providing opportunities for gaps to be addressed through professional learning, visits to other schools and professional networking

•ensuring regular safety audits (e.g. health and safety audit) are conducted within the school

•focusing on current policy analysis, resource allocation (e.g. staff, time, funds, materials), level of knowledge, skills and commitment, level of external support, potential barriers and partnerships

•identifying staff learning needs in relation to safe and supportive communities and provides appropriate professional development opportunities

•promoting the availability of wellbeing support strategies within the school to all staff and students

•identifying key responsibilities in regards to student safety and wellbeing and selecting and supporting staff with these responsibilities

•ensuring that identified staff have the capacity to implement policy directions and inspire colleagues to do the same.

Communication and networks

School leaders ensure appropriate communication, including:

•clearly communicating safe and supportive school policy and practices to all staff including support staff and casual teaching staff, students, parents, carers and families

•regularly reviewing and communicating the key principles and practices of a safe and supportive school

•developing a network with key members of the community (e.g. specific groups of refugees or immigrants) to facilitate the maintenance of a safe and supportive learning environment.

School data and knowledge base

School leaders play a central role in developing sound, comprehensive local knowledge through:

•ensuring regular, ethical and valid data collection on issues related to student safety and wellbeing and using the data to identify specific school needs, what's working and what needs to be improved

•utilising appropriate mechanisms for school community representatives to gather and analyse data and provide regular feedback on implementation. These mechanisms, reflecting the school's context, may be facilitated by a school safety committee, school wellbeing team or school council/board.

•building a knowledge base about the school community that facilitates the maintenance of records, such as keeping class/year level photos of students on file

•ensuring that all family files are consistently kept up to date, particularly in terms of critical incidents

•liaising with sectors and systems to stay up-to-date about legislation and policies related to student wellbeing, child maltreatment, harassment, aggression, violence and bullying

•developing processes for dissemination about changes and amendments to relevant policies and legislation.

Regular review

School leaders drive progress through planning for continuous school improvement and the sustainability of safe school initiatives.

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Students are central in the school's efforts to counter bullying and to create positive learning environments for everyone.

Enhancing the involvement of students including Peer Support around new PDHPE syllabus

Involving students requires genuine efforts by schools to listen to and incorporate student views.

This includes fostering 'student voice' and engaging students in developing their personal identity and their strengths in decision-making.

Enhancing the involvement of students in preventing bullying also includes opportunities for students in:

•participating in class and school leadership and decision making (e.g. class and school committees, student representative councils, class meetings, student action teams)

•contributing ideas in the drafting and refining of safety and wellbeing policies. (e.g. invited to participate in safe school initiatives, as members on student wellbeing and safe school representative groups)

•participating in aspects of community engagement that promote school and broader community connectedness

•having responsibility for teaching anti-bullying and cybersafety messages to others (e.g. peers, younger students, teachers, parents and carers)

•developing anti-bullying and cybersafety resources and networks for the school.

Respect for student diversity

School staff can demonstrate respect and support for student diversity through:

•regularly reflecting on practices to ensure they are inclusive of all students (e.g. cultural diversity is accommodated in events such as swimming carnivals, excursions and celebrations)

•recognising and highlighting student diversity through all academic and other school-based or community activities

•exploring the issues of diversity and power within the curriculum

•making provision for students with disabilities and learning and/or social-emotional difficulties

•following guidelines the Disability Standards for Education (particularly Part 8 'Standards for Harassment and Victimisation').

Student leaders

Student leaders play a central role in creating a positive school climate in which bullying is not acceptable.

Schools can harness experience and status of student leaders, both formal and informal, through:

• discussing with senior students (and others) the importance of modelling appropriate behaviour in resolving conflict and responding to bullying

• fostering peer support by older students for younger students

• delegating responsibility to students for teaching anti-bullying and cybersafety messages to others (e.g. peers, younger students, teachers, parents and carers)

• encouraging students to participate in activities that build empathy with others

• formalising student leadership roles that focus on student wellbeing and fostering a safe and supportive school.

Mentoring and peer support

Mentoring and peer support for students includes:

•teacher-student mentoring

•events that include a special focus on family relationships (e.g. father-daughter nights)

•mentoring of students by adults outside the school

•establishing peer support structures (e.g. buddy programs, forums, peer mediation, peer mentoring structures)

•providing opportunities to participate in activities and structures that promote cross-age interaction and relationships (e.g. cross-age house systems, cross age musical, art, drama productions, clubs, cross-age tutoring groups).

Parents/carers contribute to anti-bullying efforts both by their support to their own children and participating in school activities and strategies.

Participation

Schools are responsible for encouraging and enabling parents and other carers to participate in the life of the school. Ways to foster participation include:

•establishing a parent committee at each class or year level for parents to connect with other parents

•tasking students to write letters to invite their parents to participate in school and social events

•ensuring interpreters are available for parent-teacher conversations and newsletters

•providing new families with a welcome package to help them understand the school's policies, procedures and values

School Anti-bullying Plan – NSW Department of Education

•providing opportunities for parents/carers to work with the school and support the school's responses to any safety or wellbeing issues

•communicating regularly about the importance of parents acting as good role models and supporting positive messages about safety and wellbeing.

Education

A shared understanding of bullying, student safety and wellbeing is developed through the school providing opportunities for parent/carer education, including:

•developing strategies to empower parents to offer effective parental support around issues

•recognising signs that their child might be being bullied (including in person and online), be involved in bullying others, or be engaging in unsafe use of technology

•communicating with the school about bullying, safety and wellbeing, let the school know of any concerns they have about the safety and wellbeing of their own child or any other student at the school.

•understanding what actions the school will take in response to situations involving bullying and aggression

•providing links to credible information and websites, such as Bullying. No Way! See the Student Wellbeing Hub for more information and suggested other websites.

The wider community can play an important role in strengthening the school's anti-bullying messages.

Signs of bullying
Each student who has been bullied or is bullying others will respond and act differently.
A student's behaviours and moods can change for a variety of reasons. Teachers and parents/carers need to be alert to the possibility that the change in behaviours and moods is related to bullying.

Talk with the child about school if you are concerned and ask general questions about how things are going.
For teachers
Signs a teacher might notice include if a student:
• becomes aggressive and unreasonable
• starts getting into fights
• refuses to talk about what is wrong
• starts to do considerably more poorly in academic work.

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Less obvious signs could include if a student:
• is often alone or excluded from friendship groups at school
• is a frequent target for teasing, mimicking or ridicule at school
• changes their willingness to speak up in class
• withdraws from friends and activities they previously enjoyed
• appears insecure or frightened in the classroom.
For parents and carers
Signs a parent or carer might notice include if their child:
• doesn't want to go to school or participate in school activities
• changes their method or route to school or is frightened of walking to school
• drops in academic performance
• changes in sleep patterns
• changes in eating patterns
• has frequent tears, anger, mood swings
• takes money from home
• has unexplained bruises, cuts, scratches
• loses or brings home damaged belongings or clothes
• arrives home hungry.

The signs of possible bullying **online** can be the same as signs of other bullying, but include other behaviours with phones and computers, for example:
• being hesitant about going online
• seeming nervous when an instant message, text message or email appears
• being visibly upset after using the computer or mobile phone, or suddenly avoiding it
• closes the screen, or hides the mobile phone when others enter the room
• spending unusually long hours online in a more tense, pensive tone
• receiving suspicious phone calls, emails or packages.

Procedures and timeframes after reporting
Student reports bullying (including online bullying)
The steps to follow when a student reports bullying (including online bullying) are:
1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the bullying occurs again.

6. Set a date for follow up review/s.
7. Record the incident/student contact in the school's student data management system.
8. Notify appropriate school personnel.
9. Contact the parent/guardian informing them of the incident and your course of action.
10. Make sure to follow up with students over the next several weeks and months.

Parent reports student bullying to the school

A similar series of steps applies if a parent contacts the school to report bullying.

Ensure printed information (particularly the relevant policy) is available at any meetings with parents if appropriate.

The steps to follow are:

1. If they have not already done so, ask the parents/carers to talk with the year/class teacher in the first instance.
2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with you and any relevant teaching staff.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to your school policy to discuss the definition of bullying, expectations of students and staff, responsibilities and implications.
6. Inform the parents what you intend to do in regards to their concerns.
7. Let the parent/guardian know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents/carers can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in school's student data management system.
11. Collect additional information from students and other personnel as appropriate.
12. Notify appropriate school personnel.
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents/caregivers.
14. Agree on a contact person for parents/caregivers while the action plan is implemented.
15. Follow up with parents/caregivers and students at a designated time in the following weeks or months

These methods focus on repairing harm and restoring relationships, and can happen alongside broader proactive steps and strategies designed to prevent bullying from happening again.

Six methods:

- a disciplinary approach: The disciplinary approach (sometimes referred to as 'traditional') uses direct sanctions as a punishment for students who have bullied someone and also as a general deterrent.
- This approach typically involves the development and communication of clear rules about acceptable and unacceptable behaviour, and reasonable consequences for breaking the rules. These consequences generally involve punishment of the student who is considered responsible for the bullying behaviour.
- strengthening the 'target': Strengthening the 'target' involves systematically helping the person being bullied to deal more effectively with the person or persons who seek to bully him or her.
- The strategy of strengthening the target seeks to improve the capacity of the intended target to cope more effectively with bullying. The rationale behind this approach is that by improving the target's coping skills:
  - the targeted person can be helped to acquire the capacity to deal effectively with the threat of being bullied by someone, without any external intervention
  - the power imbalance inherent in the bullying situation can be redressed
  - the school may not have to take action against the aggressor
  - the self-esteem of the targeted child improves and he or she is likely to be able to cope better with other potential aggressors.
- Mediation: Mediation is a process in which students in conflict and bullying are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences. students can:
  - partake in a successful problem-solving activity to address cases of bullying
  - take responsibility for their behaviour and explore the underlying reasons for the conflict or grievance
  - be helped to reach agreement on solutions that are reasonable and fair, even if it has involved compromise on both sides
  - devise solutions that are better and more sustainable than if they were coerced

- o participate in a mediation session that is a valuable learning experience that can help one in resolving interpersonal problems later.

  The mediation approach used by schools requires students to be voluntarily involved in the dispute resolution process. Under some circumstances this method may be used to address conflict that may involve bullying.

- support group method: The support group approach is an approach involving establishing a support group with the student being bullied. The support group consists of other students involved in the bullying (but who are not confronted or blamed) as well as students who tend to be kind and empathic.

- restorative practices Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
  - o Once identified, the students who have been bullying meet with the Restorative practitioner and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present).
  - o Knowledge of the distress experienced by the person is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored.
  - o they become remorseful and act restoratively
  - o practitioners can focus on the unacceptable behaviour of offenders rather than their moral character
  - o this can lead to healthier interpersonal relations among members of the school community and more effective learning.

- the Method of Shared Concern. The Method of Shared Concern is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone. It facilitates the emergence of a solution to a bully/target problem through the use of a series of interviews and discussions with the parties involved. Students suspected of bullying others are first interviewed individually. The practitioner shares a concern for the bullied student and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the students meet as a group with the practitioner, plan what they propose to do next, and subsequently meet with the person they have bullied to finally resolve the problem.

The Anti-Bullying Plan – NSW Department of Education

- o bullying behaviour is commonly (though not always) undertaken by, or with the support of, a peer group
- o approached in a non-accusatory manner, individual members of such groups will typically acknowledge the distress of the victim and agree to act to reduce that distress
- o a minority of targeted children have in the past acted provocatively and need to recognise their part in the ensuing conflict
- o once some individual members of the group have begun to act constructively, the group can be brought together to plan how they will finally resolve the matter with the person they have targeted
- o an agreed resolution involving all concerned is likely to be sustainable.

The management of bullying incidents that have been reported to the school

Ensuring privacy does not negate communicating openly and regularly with parents/carers about what the school has done and the results of the intervention.

The school has a Management Student Incidents/Illness Policy (2018) that clearly defines the schools response and procedures to incidents. Serious incidents involving assaults, threats, intimidation or harassment are reported to the police early.

Contacting Child Wellbeing Units | Keep Them Safe where concerns do not meet the threshold, information about the child or young person will be entered into WellNet, the CWU database. This information is only visible to staff in other CWUs, which assists in assessing cumulative risk of harm. CWU assessment officers help mandatory reporters to identify services available within their own agency, or in other organisations, which could support the family. This information is outlined in the Protecting and Supporting Children and Young People Policy (2018).

Complaints should be finalised within 20 working days and all parties will be kept informed of the progress of the complaint, the reasons for any decisions and the outcomes that will be implemented. A complainant can request a review of a complaint outcome, which should be done within 10 working days from the decision, and will be carried out by an independent person and a person of equivalent or more senior level within the department who has not previously managed the complaint.

All student incidents are logged onto SENTRAL which allows all staff to see patterns of behaviour and then follow up as necessary.

This policy was jointly constructed and has been published in the school newsletter where it was presented to the school community for consultation and feedback. It was also made widely available to the school community through our school website. A review of these processes and the policy will be conducted at the beginning of each semester.

Jasper Road Public school will report annually to the school community on the effectiveness of the Anti-bullying Plan through targets in the school plan and the Annual Report.

Additional Information

Rob PATERSON   Police Youth Liaison Officer (YLO) The Hills Local Area Command phone: 02 9680 5399

The below websites provide a range of free resources including service brochures and grief information sheets for children, young people and adults.
https://kidshelpline.com.au/ phone Counselling service 1800 55 1800
www.grief.org.au
www.tgn.anu.edu.au
www.goodgrief.org.au
www.childhoodgrief.org.au
www.bereavementcare.com
www.facebook.com/ChildhoodGrief
https://bullyingnoway.gov.au/WhatIsBullying

Principal's comment

Bullying can have a lasting impact on everyone involved, including those who witness it. Our school's plan outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour. It focuses on a proactive approach and the common responsibility of acknowledging, identifying and reporting incidences.

Regular evaluation and feedback from all stakeholders ensures that Jasper Road Public School is a bully free zone.

Mr Craig Warner Principal

Mrs Debby Bezzina Deputy Principal

Mrs Kirrily Dunn Assistant Principal

Mr Paul Marshall Assistant Principal

School contact information

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School Anti-bullying Plan – NSW Department of Education