

Jasper Road Public School



Bullying: Preventing and Responding to Student Bullying in Schools Policy

Updated June 2018

Jasper Road Public School 2018
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Bullying in Schools Policy

Objectives- Policy Statement:

This policy sets out the requirements for preventing and responding to student bullying in NSW government schools.

1.1 The NSW Department of Education rejects all forms of bullying behaviour including online (or cyber) bullying.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

At Jasper Road Public School we understand that recent Australian studies showed approximately one in four Australian students in Year 4 to Year 9 are bullied every few weeks or more often. Frequent school bullying was highest among Year 5 and Year 8 students. The majority of schools reported managing at least one incident of online bullying in the previous year. We know that students/parents/carers/staff who are involved in bullying behaviour – either as the person bullying others or the person being bullied – are at higher risk of behavioural, emotional and academic problems.

Jasper Road teachers and staff provide an important service in educating children, and the everyday pressures, responsibilities, and stresses of teaching are well known. EAPS, as well as internal supports, such as Women's contact, the Federation representative and other staff including supervisors, are available to support the emotional and physical wellbeing of teachers and staff. Jasper Road Public School clearly supports the understandings that no employee, regardless of their position, should be subjected to bullying in the workplace, and teachers/staff could be easy targets for the children they teach, the parents they support, and the executive staff.

Ongoing bullying can seriously harm the health and wellbeing of the person being bullied, and the negative effects may be ongoing.

1.2 NSW public schools works to provide safe, inclusive, and respectful learning communities that promote student wellbeing.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

At Jasper Road Public School we have wellbeing as a pivotal cornerstone for success. It is addressed both through wellbeing programs – Bounce Back and Peer Support and carefully examined at each H&S meeting, staff meeting and communications

1.3 The department's **Behaviour Code for Students** requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

At Jasper Road Public School our students are expected to:

- *Respect other students, their teachers and school staff and community members*
- *Follow school and class rules and follow the directions of their teachers*
- *Strive for the highest standards in learning*
- *Respect all members of the school community and show courtesy to all students, teachers and community members*
- *Resolve conflict respectfully, calmly and fairly*
- *Comply with the school's uniform policy or dress code*
- *Attend school every day (unless legally excused)*
- *Respect all property Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools*
- *Not bully, harass, intimidate or discriminate against anyone in our schools*

1.4 Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour, as outlined in the **Student Discipline in Government Schools Policy**.

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members.

At Jasper Road Public School we understand that recent Australian studies showed approximately one in four Australian students

1.5 School staff need to encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

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1.6 Each school must complete and implement the **Anti-bullying Plan**.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

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1.7 Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

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1.8 Bullying behaviour can also involve intimidation, victimisation and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline.

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1.9 Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property, or stalking.

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1.10 The **NSW anti-bullying website** supports school staff, parents and carers, volunteers and contracted staff, and students to discourage, prevent, identify, and respond effectively to student bullying behaviour, where it does occur.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

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1.11 Preventing and responding to bullying is the shared responsibility of all school staff, volunteers, and contracted staff employed by schools, and students, parents and carers.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

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1.12 Teachers and other school staff are provided with support and professional development to discourage, prevent, identify, and respond to student bullying behaviour.

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1.13 Reports of student bullying can be made to any staff member at a school. A teacher or school executive staff (such as the principal, deputy principal or assistant principal, head teacher) at the school will address the reported bullying in a timely manner.

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1.14 If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution.

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1.15 If the student, parent or carer still has concerns, after referring the matter to the school's principal (or delegate), and would like advice, they can contact the **Learning and Wellbeing Advisor or Officer** at the local departmental office. If the matter is then still not resolved they can contact the **Director Educational Leadership**, at the local departmental office, who must follow the **Complaints Handling Policy**.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

At Jasper Road Public School we understand that recent Australian studies showed approximately one in four Australian students

1.16 For incidents of physical violence, and where required, staff should administer first aid (consistent with their training and experience), and contact emergency services whenever necessary. Staff must also report the incident to the Incident Reporting and Support Hotline on 1800 811 523.

Each site will actively and regularly participate in evaluations, risk assessments and risk management strategies to ensure the safety of all on the site.

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Context:

2.1 The policy applies to all NSW government schools and preschools.

All staff, employees and contractors who work in schools or other educational institutions, including private coaching or tuition, entertainment for children, transport services for children and school cleaners in Primary School settings are required to be vigilant in matters requiring attention from the H&S and PBL teams around bullying.

At Jasper Road Public School the guiding principle is that bullying is less likely in a culture that actively promotes positive, caring relationships among students and staff and between the school and home.

2.2 The policy applies to all student bullying behaviour, including cyberbullying that occurs in NSW government schools and preschools, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

All staff who work in schools understand that successfully preventing and responding to bullying requires clear and widely communicated anti-bullying strategies and practices. Social and Emotional Learning (SEL) programs are a structured way to improve a wide range of students' social and emotional skills. They aim to develop five interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

At Jasper Road Public School the Principal or delegate ensure paperwork (SENTRAL, pink and red cards) are correctly completed and actioned. Staff will be familiar with and utilise the Protecting and Supporting Children and Young People Policy in conjunction with this policy.

3.1 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. Cyberbullying 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 has three key features. It:

- **involves a misuse of power in a relationship;**
- **is ongoing and repeated;**
- **involves behaviours that can cause harm.**

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture including Aboriginality; having a disability; their sex; because they are lesbian, gay, bisexual, transgender, and/or intersex (LGBTI); their size or body shape or any other ways they may be different.

Some students are bullied about their academic or sporting achievements or hobbies.

At Jasper Road Public School we effectively address bullying through interventions by:

- *taking a holistic, whole-school approach.*
- *including educational content that allows students to develop social and emotional competencies and learn appropriate ways to respond to bullying.*
- *providing support and professional development to teachers and other school staff.*
- *using systematic implementation and evaluation of approaches, strategies and programs.*

*Teachers at Jasper Road Public School use the **RIP** information to help distinguish between bullying and poor behaviours*

R:- Repetition

Bullying is repetitive, especially after the bullied person has asked for it to stop; thus, the bully is aware that s/he is causing the bullied person(s) physical/emotional discomfort, and furthering the power dynamic. Additionally, bullying is often focused, repeatedly, on the same person, or groups of people.

I:- Intent

In general, a bully (or group of bullies) is in a position of social, or physical, power over the person(s) s/he is bullying. The misconception about bullying is that it's done only by (a) physically strong person(s), or a popular person(s).

P:- Power

Bullying is done with the intent of hurting others. This can be physically, or emotionally. A bully is fully aware that they are hurting their targets, and do it anyway.

3.2 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.

The following nine evidence-based elements help schools implement a planned whole-school approach to promote student safety and wellbeing and to prevent and respond to bullying, when it does happen.

1. Leadership commitment

School leaders work to establish approaches and procedures that promote a positive school climate in which bullying is less likely to occur.

2. Supportive and connected school culture

Bullying is less likely in a culture that actively promotes positive, caring relationships among students and staff and between the school and home.

3. Policies and procedures

Successfully preventing and responding to bullying requires clear and widely communicated anti-bullying strategies and practices.

4. Professional learning

Staff training builds the capacity of school staff by developing knowledge, skills and strategies to prevent and respond to bullying.

5. Positive behaviour support

Effective whole-school approaches provide a framework for schools to support positive behaviour for all students and for groups of students or individual students who require more intensive and individualised support.

6. Engagement, skill development and curriculum

Student engagement, the school curriculum and teaching cooperative and relational skills which support appropriate social and emotional behaviour are interrelated features of safe and supportive schools.

7. A focus on student wellbeing and student ownership

Wellbeing contributes significantly to the learning outcomes of students. Encouraging student voice promotes the important role students play in developing a positive school culture.

8. Early intervention and targeted support

Identifying 'at risk' students and providing support before an issue emerges or escalates helps to build and maintain a safe environment.

9. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour.

*At Jasper Road Public School all staff, employees and students will keep themselves safe by firstly being aware of and then following the above suggestions, being vigilant to areas of concern and early reporting of them. Staff and students are aware that we are not a bystanding school but are actively **upstanders**. “Dobbing” is NOT a term used at JRPS as enlisting support or upstanding is part of the way we become active team players.*

3.3 All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Social and Emotional Learning (SEL) programs have been shown to be an effective component of comprehensive anti-bullying interventions. SEL programs can work towards preventing bullying by helping students to develop skills in empathy, emotion management, social problem-solving and social competence, all of which ‘can help orient youth toward more prosocial peer interaction and interpersonal problem solving, and provide students with strategies for coping effectively with peer challenges.’ The resources at <https://antibullying.nsw.gov.au/parents-and-carers/Defining-bullying> include a fact sheet for parents and carers is available in 35 languages.

At Jasper Road Public School all staff, employees and students contribute to building and modelling respectful relationships and positive interactions following PBL, Bounce Back-JRPS’s SEL program, Peer Support, the Code of Conduct and this policy.

3.4 The Complaints Handling Policy establishes the standard approach to resolving complaints, including complaints about the way a reported incident of bullying has been managed. It is required that it be used in all learning and working environments of the department.

The Complaints Handling Policy (2018) outlines the process of reporting, handling and managing bullying for a successful conclusion.

At Jasper Road Public School all staff and employees are aware of and comply with the mandated policy and understand the implications for all interactions. While records of incidents are kept within SENTRAL and EBS4 these are handled confidentially.

3.5 For matters involving bullying which affect departmental employees, refer to the department's Work Health and Safety (WHS) Policy.

The Health and Safety Policy (2018) outlines the process of reporting, handling and managing bullying for a successful conclusion.

At Jasper Road Public School all staff and employees engage in training, both around dealing with bullying and also the PBL procedures built into PDHPE and Bounce Back, to develop win-win processes.

4. Responsibilities and delegations:

4.1 Principals

4.1.1 Principals must ensure that the school implements an Anti-bullying Plan that:

- is developed collaboratively with students, school staff, parents, caregivers, and the community
- includes strategies for:
 - developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.
 - developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour.
 - maintaining a positive climate of respectful relationships where bullying is less likely to occur.
 - developing and implementing programs for bullying prevention.
 - embedding anti-bullying messages into each curriculum area and in every year.
 - developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.
 - developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.
 - empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
 - developing and publicising clear procedures for reporting incidents of bullying to the school.
 - responding to incidents of bullying that have been reported to the school quickly and effectively.
 - matching a planned combination of interventions to the particular incident of bullying
 - providing support to any student who has been affected by, engaged in or witnessed bullying behaviour.
 - providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents.
 - identifying patterns of bullying behaviour and responding to such patterns.
 - monitoring and evaluating the effectiveness of the Plan.
 - reporting annually to the school community on the effectiveness of the Plan.
- includes procedures consistent with DN10/00225 – Reporting incidents involving assaults, threats, intimidation or harassment and the **Incident Reporting Policy** (Intranet only).
- includes procedures for contacting the Child Wellbeing Unit or Community Services where appropriate.
- includes contact information for the Police Youth Liaison Officer (YLO) and school liaison police officer (SLP) where appropriate.
- includes contact information for appropriate support services such as Kids Helpline.
- includes information on departmental appeal procedures and the **Complaints Handling Policy** (2018).
- is promoted and widely available within the school community and published on any school website.
- is reviewed with the school community at least every three years.

Schools are responsible for ensuring there are regular H&S meetings which include wellbeing and PBL from a defined team and these H&S issues are discussed at every team meeting.

At Jasper Road Public School H&S teams meet in weeks 5 and 10 each term or as needs dictate. All Hazard forms are acted on promptly. All staff at JRPS are responsible for ensuring the school is a suitable worksite. Appropriate surveys are analysed and acted upon.

4.2 School Staff

4.2.1 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.

Staff and students need to understand that bullying happens and that there are strategies to support the correction of the behaviour. Classroom-based anti-bullying content is particularly effective when it focusses on two salient areas: developing students' social and emotional competencies, and encouraging positive bystander behaviour.

At Jasper Road Public School the staff will engage in learning opportunities through a weekly PBL focus which is printed and laminated, programed lessons using Bounce Back and the JNN newsletter, showing students the school website and paper notes.

At Jasper Road Public School all students will engage regularly with the resources at the following pages

- *Is my behaviour bullying?*
- *If you have been bullying others, admitting to it is a big thing*
- *Think about the other person*
- *Apologise, repair the damage and make a change*
- *Think about why you bully others*
- *Learn about diversity*

4.3 Students

4.3.1 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.

Students become an 'upstander' or an active bystander who behaves in ways to reduce or prevent bullying behaviour, needing to understand that bullying happens and that there are strategies to support the correction of the behaviour. The aim is to promote upstander behaviour by teaching students the skills that will enable them to shift from being passive bystanders to active defenders of bullied students. Interventions aimed at teaching students about upstander behaviour include strategies such as Bounce Back and peer support programs designed to improve interpersonal problem-solving skills in students.

At Jasper Road Public School all students will engage in learning strategies to self-regulate and understand behaviour.

4.4 Parents and caregivers

4.4.1 Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible on-line 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.

Parent and carer involvement is critical for building a successful community.

At Jasper Road Public School the community will engage in learning opportunities through a weekly PBL focus which is in the JNN newsletter, programed lessons using Bounce Back information sent home as homework, the school website and paper notes.

4.5 The school community

4.5.1 All members of the school community have the 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.

Open and honest conversations need to regularly occur to develop a shared understanding that bullying happens and that there are strategies to support the correction of the behaviour.

At Jasper Road Public School the community will engage in learning opportunities through face to face and the JNN newsletter, website along with paper notes. The resources available from NSW anti-bullying website include resources and information for schools, parents and carers, and students. There are videos available from Bullying no way! For students 9-13 years at <https://bullyingnoway.gov.au/Resources/Videos>

JRPS Teachers can search <https://bullyingnoway.gov.au/Resources/TeachingResources> by topic as well as using use key word filters to refine the search.

Suggested topics to search under include:

- *What bullying is*
- *How to respond if you are bullied*
- *Types of bullying: verbal, physical and social*
- *Safe and supportive bystanders*
- *Online bullying*
- *Feelings and emotions*
- *Social-emotional skills*
- *Resilience*

- *Empathy*
- *Pro-social behaviour*
- *Respectful relationships*
- *How to be safe in person and online*
- *Dealing with strong feelings*
- *Conflict resolution*
- *Violence, discrimination, harassment*
- *Diversity and inclusion*
- *Prejudice/bias based bullying related to appearance, socio economic status, ability/disability, gender, sexuality, race, culture, religion, etc.*
- *Social status, power and inequity*

The search filter categories are:

- *Teaching resource type: discussion starter, teacher notes, advice and tips, activities, work sheets, lesson plans, etc.*
- *Phase of schooling and/or Year level*
- *Curriculum area*
- *Bias: prejudice-based bullying related to appearance, socio-economic status, ability/disability, gender, sexuality, race, culture, religion, etc.*
- *Diverse student needs: related to language, disability, indigeneity.*

Monitoring, evaluation and reporting requirements

5.1 Principals are responsible for:

- implementing the policy within the school.
- submitting a copy of the school's Anti-bullying Plan to the Director, Public Schools whenever it is reviewed.
- reporting annually to their school community on the effectiveness of the school's Anti-bullying Plan.

5.2 Directors, Public Schools are responsible for monitoring the local implementation of this policy and reporting to the regional director.

5.3 Executive Directors, Public Schools are responsible for ensuring the regional implementation of the policy.