



Anti-Bullying Policy Updated 2021

STATEMENT OF PURPOSE

At Wallsend Public School we value, respect and show tolerance of others in a safe and supportive environment. We foster positive relationships through strong wellbeing programs. As part of our school's wellbeing, the Anti-Bullying Policy aims to deal effectively with and prevent incidences of bullying. Preventing and responding to bullying behavior in learning environments is a shared responsibility between all staff, students, parents/caregivers and member of the wider school community. All members of the school community contribute to the prevention of bullying by modelling appropriate behavior and respectful relationships.

OUR DEFINITION OF BULLYING

Bullying is defined as deliberately hurting, threatening, or intimidating another person. What is bullying for one person may not be the same for another.

Bullying takes many forms. Our school considers the following behaviours as examples of bullying:

Physical

- Pushing/shoving
- Hitting/punching
- Kicking
- Throwing objects
- Taking others' belongings/stealing from others
- Damaging others' belongings
- Spitting at others
- Intimidation – making someone do something they don't want to do

Verbal

- Threatening
- Name calling/teasing
- Swearing at others
- Ridiculing (making fun of) another person because of their actions, appearance, physical characteristics or cultural background

Indirect

- Spreading rumours
- Excluding others
- Writing notes
- SMS messages

Cyber

- Abusive or hurtful texts, emails or posts, images or videos
- Nasty gossip or rumours
- Imitating others online or using their logins.

WHAT BULLYING IS NOT

There are many negative behaviours which, although being distressing to those involved, are not classified as bullying. These instances often may require teacher intervention and management.

The following situations are often confused with bullying:

Mutual conflict: In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Mutual conflict may evolve into a bullying situation at some point if it is not resolved; for example, when one person becomes targeted repeatedly for 'retaliation' in a one-sided way.

Social rejection or dislike: Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation: Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, this does not constitute being bullied. This does not, however, lessen the seriousness of the incident or the subsequent consequences.

OUTCOMES OF THE POLICY

- To raise the school community's awareness of bullying
- To outline the responsibilities of students, parents and staff in reducing bullying
- To empower students with strategies for resolving conflict in a non-threatening way
- To promote a culture of positive behaviour and citizenship
- As a staff and school community we have a responsibility to take a positive and consistent actions to deal effectively with bullying.

RESPONSIBILITIES

Staff Responsibilities

- To model appropriate behaviour at all times
- To monitor and track incidences of bullying and take appropriate action
- To implement school programs which promote positive relationships that incorporate strategies to deal with bullying
- To communicate bullying incidences with parents when needed.

Parent Responsibilities

- To support the school's Anti-Bullying Policy
- To model appropriate behavior at all times
- To take an active role in their child's school life and watch for signs that their child may be being bullied
- To encourage their child to adopt learnt strategies to deal with bullying
- To instruct their child to 'tell' if they are bullied
- To inform the school if any bullying is suspected.

Student Responsibilities

- To show consideration, respect and support others
- To follow and model the school Positive Behaviour for Learning (PBL) expectations
- To 'tell' if they are being bullied or if they see someone being bullied – both at school and on the way to and from school
- To attempt to use learnt strategies to deal with bullying incidents.

ANTI- BULLYING PROGRAMS

During the school year students engage in teaching and learning activities that focus around the school's Positive Behaviour for Learning expectations. As part of this, students engage in activities that teach specific strategies for dealing with interpersonal relationships, including bullying.

Further to this, students have the opportunity to discuss bullying issues with their class teacher, stage executive or the Principal.

REPORTING PROCEDURES

All classes will have regular class meetings to discuss issues as they arise. Students will be encouraged to report all bullying as it occurs. Bullying issues will be dealt with through the normal processes for dealing with inappropriate choices in behaviour (see Student Wellbeing and Discipline Policy).

CONSEQUENCES

When a bullying incident is reported or observed, the school may:

1. Have discussions with the students involved
2. Take appropriate action e.g. talking with the student, planning room, parent notification, monitoring
3. Report to parents major bullying incidences
4. Possible suspension or suspension caution

Repeated bullying will be looked at on an individual basis to determine appropriate action/response.

EVALUATION

Incidents of bullying will be monitored on an ongoing basis through the PBL Team. Student Wellbeing Programs will be evaluated through the PBL processes and procedures.

Strategies for Students on How to Deal
with Bullying Behaviours

- Stay in sight of peers and adults.
- Try to stay calm. Practise keeping calm and walking away.
- Try to show you are not upset. Practise this.
- Look at the person. Try to speak in a strong voice. Say something like: 'You might think that, but I don't' or 'Why are you doing this?'
- Use an "I" message. Express your feelings in an assertive way. E.g. 'I want you to stop' or 'Please don't do that. I don't like it.'
- Walk away quietly, without looking back.
- Go to a safe place e.g. with other children, near a teacher.
- Talk to someone who can help you. Tell them what has happened, how you feel and what they can do to help. This is not dobbing!
- Use humour if appropriate.

Appendix 2:

Bullying: Signs to watch out for

Unless we are observant and watch for the signs of bullying, we may never know that our children are involved.

Signs that you child may be being bullied

- Dislikes school
- Lowered school performance
- Gets into trouble more often at school
- Wants to be taken to school even though it is close
- Takes the long way home or walking instead of catching the bus
- Possessions are damaged or missing
- Seems unhappy or depressed – cries easily and for no reason
- Unable to explain bruises or scratches
- Complains of stomach aches to avoid school
- Asks for, or steals extra money
- Doesn't seem to have any friends
- Has bad dreams
- Sleeps badly
- Wets the bed
- Gets angry with brothers or sisters
- Sudden mood swings and outbursts of temper
- Uses put-down language when speaking about others

Signs that your child may be bullying others

- Aggressive behaviour – both inside and outside the home (teasing, threatening, hurting others).
- Difficult to manage.
- Oversensitive – feels that everyone is out to get him/her.
- Unhappiness.
- Loses temper often.
- Quietness or depression.
- School work is suffering.
- Disturbing stories about the child – from other students, their friends or other adults.
- Sensing that other parents (whose children have contact with your child) are avoiding you, or hinting at things you don't know.