Gymea Bay Public School Anti-Bullying Plan
Dear Parents and Carers

In line with the Department of Education and Communities’ policies and procedures on Student Well Being, and in partnership with the school community, I am pleased to release the updated Gymea Bay Public School Anti-Bullying Plan, 2015.

This plan outlines in detail how our school will deal with bullying behaviour. It includes operational guidelines that contain specific strategies for identifying, reporting and dealing with bullying behaviours for students, parents and staff. As Gymea Bay Public School is a White Ribbon School, the plan contains a strong focus on building and encouraging respectful relationships.

The Gymea Bay Public School Anti-Bullying Plan plays a key role in our overall approach to ensuring the safety and well-being of all students in an environment where effective learning can occur.

Consultation regarding the development of this plan commenced in Semester two, 2014 with significant contributions from students, parents and teachers. A team of seven teachers finalised this plan over many months and I would like to thank them for their efforts. Congratulations to the students of Gymea Bay whose wonderful artwork is displayed throughout the document.

The staff and I look forward to a productive and successful year and trust that this policy will lead to the effective management of bullying issues at Gymea Bay Public School. If you have a concern or suggestion about the plan please contact the school as this plan will be reviewed regularly.

Ray Pooley
Principal
Gymea Bay Public School
Gymea Bay Public School Anti-Bullying Plan

Gymea Bay Public School is a White Ribbon School and a participant in the ‘Breaking the Silence Program’ which aims to encourage respectful relationships within the school community. The concept of ‘Mutual Respect’ underpins all aspects of the Gymea Bay Public School Anti-Bullying Plan.

Policy Statement

Public Schools are inclusive environments, 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.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student welfare.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Partnership with parents, caregivers, students and the wider community is central to the success of this process.

The Gymea Bay Public School Anti-Bullying Plan outlines the processes for preventing and responding to student bullying in the school and reflects the Bullying: Preventing and Responding to Student Bullying in Schools Policy of the New South Wales Department of Education and Communities.
Contextual Statement

Gymea Bay Public School is an inclusive school community where diversity is not only acknowledged, but also widely celebrated. It is a school where individual differences are respected in an environment that promotes a fair go for all. Our school community has developed a statement of core values that reflect these attitudes and beliefs.

These core values are:

- Care for yourself
- Care for others
- Care for the school and our world

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<th>Values to Support the Code of Behaviour</th>
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<td>Care for others:</td>
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<td>Social/Yellow</td>
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<td>Care for the school and our world:</td>
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<td>Doing your best (Excellence)</td>
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At Gymea Bay Public School we acknowledge that bullying does, at times, occur. It is our aim to work together to develop a school culture that does not accept bullying in any form. This plan outlines procedures for reporting bullying and describes the levels of support available to all students. It is the responsibility of all members of the school community to reject bullying and support the collaboratively developed strategies of this plan.
The plan has been developed in the context of the following:

- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.

- The focus of quality education is for students to learn and grow with confidence.

- Students develop best in schools where teaching and learning occur in a context of positive and supportive student welfare programs.

- School policies, programs and practices are derived from the wellbeing, safety and health of students.

- Parents, caregivers, students and the wider community through survey and data collection have had a valuable input into this document implementation.
Defining Bullying Behaviour

“Bullying involves a desire to hurt + hurtful action + a power imbalance, = (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim”.
Professor Ken Rigby in Bullying and the Creation of a Healthy School Environment. Schools Need to Know Exactly What They’re Up Against. 2000.

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.

Individuals who do not offer any means of help in a bullying situation are classified as passive bystanders. These individuals can increase the impact of the bullying incident.

Note: Conflicts or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be in the form of:
- **verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- **physical** e.g. hitting, punching, kicking, scratching, tripping, spitting
- **social** e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures; and
- **psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.
Statement of Purpose

Students attend school to participate in quality education that will help them to become self directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

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

Students, teachers, parents, caregivers and members of the wider school community can expect:

- that students will be safe at school, free from fear of bullying, harassment, intimidation and victimisation;
- to be involved in the collaborative development of the Gymea Bay Public School Anti-Bullying Plan;
- to know what is expected of them and others in relation to the Anti-Bullying Plan; and
- all students to be provided with appropriate support when bullying occurs.

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to:

- promote positive relationships that respect and accept individual differences and diversity within the whole school community;
- contribute to the development of the Anti-Bullying Plan and support it through words and actions; and
- actively work together to resolve incidents of bullying behaviour when they occur.
Protection

Each group within the school community has a specific role in preventing and dealing with bullying.

**Students** can expect to:
- to feel safe in the classroom and playground and be free from the fear of bullying;
- to participate and contribute in a fair and supportive environment;
- to be accepted and respected for individual differences and diversity irrespective of gender, race, religion or physical ability;
- 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); and
- participate in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

**Students** have a responsibility to:
- behave appropriately, respecting individual differences and diversity;
- behave as responsible digital citizens;
- follow the school rules, procedures and values;
- take responsibility for their actions and accept consequences;
- follow the school Anti-Bullying Plan and report all incidents;
- behave as responsible bystanders; and
- respond to incidences of bullying according to the school Anti-Bullying Plan.

**Parents and caregivers** have a responsibility to:
- model and promote positive and respectful relationships at all times;
- encourage their child to tell a staff member about bullying incidents and if possible allow the child to report and deal with the problem;
- inform the school if bullying is suspected whether to or by their child;
· work collaboratively with the school to resolve incidents of bullying when they occur—do not approach/reprimand other children;
· 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; and
· support all students of the school to deal effectively with bullying through the strategies of the Anti-Bullying Plan.

**Schools** have the responsibility to:
· develop an Anti-Bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both the behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground;
· inform students, parents, caregivers and the community about the School Discipline Code or School Rules and Anti-Bullying Plan;
· provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers;
· provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour; and
· communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children follow up complaints of bullying, harassment, intimidation and victimisation.

**Teachers** have the responsibility to:
· respect and support students in all aspects of their learning, model appropriate behaviour and respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Plan and departmental policies relating to bullying behaviour;
· respond in a timely manner to incidents of bullying according to the schools Anti-Bullying Plan; and
· provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.
Early Intervention: Strategies to Manage Bullying

Students:

· implement strategies to prevent bullying learnt in class;
· abide by the Students’ Code of Behaviour and the school’s Values System;
· report any form of bullying to teachers or adults; and
· seek assistance from the ‘Gymea Guardians’.

Staff:

· support both the bully and the victim;
· listen to concerns;
· implement the Student Welfare Policy for dealing with inappropriate behaviour including Restorative Practices as outlined on the Playground Billboards and on posters in classrooms;
· encourage students to inform staff – telling is not dobbing;
· continually monitor in order to review and renew school policies as appropriate; and
· provide ongoing and regular communication.

Parents/Caregivers:

· maintain contact with school staff;
· support their children in developing positive responses to incidents of bullying consistent with the school’s Anti-Bullying Plan;
· report the incident to the school; and
· avoid contacting other parents as this often inflames the situation.
Monitoring and Evaluation

The implementation and effectiveness of the Gymea Bay Public School Anti-Bullying Plan will be monitored and evaluated by:

- staff members effectively supervising students in the school environment and following up on all reports of bullying;
- members of the executive following up on reported incidents of bullying;
- accurate records of bullying incidents being kept, using playground data collection and utilising “Sentral” - our school intranet;
- regular staff discussions about bullying at administration meetings and executive meetings; and
- Anti-Bullying Committee (representative from each year) to monitor and evaluate policy implementation.
Response to Bullying

As part of our school’s Student Welfare Policy we use the process of Restorative Practice for playground management and it is established within our schools culture.

Bullying incident reported to staff member

Staff member documents report and forwards to executive and class teacher

Student Welfare team is notified to discuss reported incident

Victim of bullying incident provides information to executive and class teacher

Person who is the bully is required to explain behaviour

Disciplinary action is taken in line with Schools Discipline Policy

Parents notified by executive

Incident is discussed/suggestions for improved behaviours as given through LST

Conflict resolution sessions and/or counsellor referral

Social skill programs and behaviour management plans implemented

Parents/caregivers are informed by executive

Additional support for victim through LST and school counsellor

Report filed
Gymea Guardians – Peer Mediation Program

The Gymea Guardians is a group of fifty Stage 3 students who are trained in peer mediation. They are rostered onto the playground in pairs (8-10 students each recess and lunchtime) to assist the students and teachers in solving lower level playground conflicts. Any serious conflicts are referred to the teacher who is rostered on playground duty.

Playground Incident Checklist

1. What happened?
2. Who was involved?
3. What have you tried so far?
4. How can we help you?

Tick which option below might best match the problem

- Rules of game not being followed
- Not being allowed to join in a game
- Teasing
- No friends to talk to or play with at the moment
- Other

Action taken by Gymea Guardian Team – Please tick box

- Gymea Guardians go to the game and clear up rules
- Gymea Guardians go to the game and see if person can join in
- Help student deal with the teasing by: providing some strategies, talking to the group, referring the matter to Principal / Deputy Principal (name and class and brief description of situation recorded below)
- Finding a friend for the student for the day
- Other action

Name of Gymea Guardian ______________________________________________________________________

Name of Student/s ________________________ Class/es _______

Date ______________

Any other comment _________________________________________________________________________
Notes
Anti-Bullying Plan introduced at P&C meeting and made available on school website. Each family will receive a policy.

References

Bullying: Preventing and Responding to Student Bullying in Schools Policy. 2011


Professor Ken Rigby in Bullying and the Creation of a Healthy School Environment. Schools Need to Know Exactly What They’re Up Against. 2000.
BULLY FREE ZONE

Gymea Bay Public School
anti-bullying policy