

“Helping Each Other Grow”



ANTI-BULLYING PLAN 2023

Eltham Public School

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. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://education.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Eltham Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

The five evidence-based elements; Leadership, Inclusion, Student voice, Partnerships and Support, based on the [Australian Student Wellbeing Framework](#) are used to implement a planned whole-school approach to promote student safety and wellbeing and effectively address bullying behaviour.

Eltham Public School provides a caring environment where every student should feel safe and respected as an individual. Bullying of any kind is not acceptable at Eltham. NO ONE HAS THE RIGHT TO BULLY ANOTHER PERSON and NO ONE HAS TO TOLERATE BULLYING.

Definition of Bullying

Bullying is a pattern of behaviour by one person or group towards another or others, which is intended to hurt, injure, embarrass, threaten, upset or cause discomfort. The behaviour is intentional, repeated, selected and uninvited. Bullying involves the abuse of power in relationships.

Bullying can be:

| | |
|----------------------|-------------------------------------------------------------------------------------------------------------------|
| Physical | Punching, hitting, pushing, tripping, taking people's things. |
| Verbal | Name calling, demanding money or goods, using threatening words and put downs. |
| Social | Alienating, shutting people out of groups, ignoring others, making rude gestures, spreading rumours and gossip. |
| Psychological | Spreading rumours, stalking, dirty looks, hiding or damaging possessions, passing notes, stares and whispers etc. |

A casual occurrence or a sudden flare up or fight between peers is not necessarily bullying. Relationship and Friendship difficulties are also not regarded as bullying.

Purpose of this Document

- To maintain a commitment to provide a safe and supportive environment for all students.
- To provide a clear procedure to deal with bullying.
- To provide members of the school community, students, and staff with the knowledge of what constitutes bullying.

Procedures for Preventing Bullying

Bullying is less likely to occur in a caring, respectful and supportive teaching and learning community.

Teachers create safe, respectful and supportive classroom environments that help to reduce the likelihood of bullying behaviour occurring. Early intervention and targeted support are essential for building and maintaining a safe environment. Staff collaboratively develop strategies, provide ongoing support and monitor the needs of individual students at Eltham PS.

Eltham's approach to counter bullying is both preventative and responsive. Our preventative approaches aim to stop bullying from occurring in the first place, and our responsive approaches include steps taken to resolve the issue after bullying has occurred as well as to prevent bullying behaviours from occurring again in the future.

Eltham has a high level of parental involvement and involving families to communicate as partners with our school to support safety and wellbeing is encouraged and invited. We promote and request family involvement to work together to address issues that do arise.

Procedures for Dealing with Bullying Behaviour

Eltham Public School has a no tolerance approach to bullying behaviour. All incidents of inappropriate behaviour reported to a teacher by students or members of the school community or observed by a teacher in the playground will be acted upon immediately. Any incident will be discussed at the weekly Learning and Support Team meeting. Any student or students involved will be identified and strategies to support their needs will be implemented. All parents of children involved in any incidents of unkind or bullying behaviour will be contacted by the Principal.

Responsive strategies may include:

- Parent meetings – meetings held at school with principal and classroom teacher.
- Restorative practices - Restorative practice is based on the concept of restorative justice, and prioritises repairing harm done to relationships over the need to assign blame and dispense punishment (Wong et al. 2011). In a restorative approach, students responsible for bullying are required to attend a meeting along with the student being bullied. The bullied student is invited to describe what has been happening and how they have been affected, while the student responsible for bullying is invited to describe what they were thinking at the time and what they think now. The student responsible for bullying is then asked what should be done next, with the expectation that they will act 'restoratively' with an apology and some act of reparation (Rigby 2014, p. 412).
- Mediation - In a mediation approach, the student responsible for bullying and the student being bullied are both invited to participate in a mediation session. The mediator can be either a member of staff or a peer trained in the method. Each student is invited to 'tell their story' while the other listens without interrupting, after which the mediator repeats each story accurately to the satisfaction of each student. The students are then asked to suggest possible ways in which the conflict can be resolved, before working through the suggestions to identify which proposal can be agreed on (Rigby 2014, p. 413).

- Support group method - The 'Support Group Method', developed by Robinson and Maines (2008), aims to resolve bullying behaviour without the high degree of coercion evident in either direct sanctions or restorative practice. The method is seen as particularly relevant to cases in which a number of students are involved in bullying another student. It begins with an interview with the student being bullied, in which the student is offered support and asked to describe what has been happening and how they have been affected. The student is assured that nobody will be punished, and is asked to name the students responsible for bullying them. A meeting is then held with the students responsible for bullying, together with a number of other students expected to act as supporters of the student being bullied. The practitioner shares what the bullied student has described about their distress, emphasises the responsibility of those present to improve the situation, and requires each student to indicate what they will do to help (Rigby 2014, p. 414).
- The method of shared concern - The Method of Shared Concern was designed by psychologist Anatol Pikas (2002) and is used in a variety of countries including Sweden, Spain, Scotland, England and Australia (Rigby 2014). It is a non-punitive approach for working with groups of students involved in bullying, and seeks to empower students to negotiate a solution to the issue through a series of meetings with a trained practitioner (Rigby & Griffiths 2011, p. 348). It begins with a series of one-to-one interviews with the students suspected of bullying, in which the practitioner shares a concern about the student being bullied without making any accusations of the interviewee, seeks some acknowledgement that the bullied student is experiencing distress, and asks how the interviewee can help improve the situation. Once there has been an improvement in the situation, a meeting is held between all the students responsible for the bullying to enable them to plan how they will resolve the situation and reduce the distress of the student they have bullied. An individual meeting with the bullied student is then held to offer support and explore the situation from that student's point of view. Finally, a meeting is held with all the students concerned, when the students responsible for the bullying offer their proposed solution to the student who has been bullied (Rigby 2005, pp. 29-30).
- In some serious cases, suspension.

Reporting Bullying Behaviour



The 'How to Report Unkind Behaviour and Bullying' action plan is communicated to families in the newsletter and a laminated glossy action plan with magnet is given to every family to put on the fridge at home. There is a poster of the action plan in every classroom and numerous around the school playground.

Students are explicitly taught how to use the action plan in every classroom, at the beginning of every term and the plan is revisited regularly.

Staff: Acting on and reporting incidents as soon as they happen and implementing appropriate strategies. All incidents are to be recorded in Sentral, including detailed Follow Up Actions.

1 School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will ALWAYS respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1 Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

| Dates | Communication topics |
|-------------------------|--------------------------------------------------------------------------------------|
| Every Term | Behaviour Code for Students |
| Daily at 'Crunch n Sip' | Being Safe, Respectful and Fair |
| Weekly | Reminders and discussion within classroom about being respectful and kind to others. |
| Annually | National Day of Action Against Bullying |

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

| Dates | Communication topics |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily | Professional dialogue and communication relating to student wellbeing and relationships. Teaching and reinforcing respectful relationships with students, teachers, and parents. |
| As required | Respectful relationships reinforced through outside agencies and PDHPE courses. |
| Yearly | Child Protection Training for all staff. |
| Yearly | Child Protection units taught to students K-6. |
| Ongoing | School Partnership Program – The Resilience Project |

1.3 New and Casual Staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

New and casual staff are given the school policy and procedures documents and information (Anti-bullying policy and Student Behaviour policy) in a handout when they enter on duty at the school. The principal speaks to new and casual staff when they enter on duty at school, as part of the induction process.

2 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. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1 Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour). The following are published on our school's website:

- School Anti-bullying Plan
- NSW Anti-bullying website
- Behaviour Code for Students
- School Community Charter

2.2 Communication with Parents

Our school provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

| Dates | Communication topics |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| As required | Parent meetings |
| Ongoing | School website communication |
| Annually | P & C Meetings, Bullying awareness session – Defining student bullying and school supports, Kindergarten information sessions, Participation and newsletter communication on National Day of Action Against Bullying. |
| Monthly | Information contributing to providing a positive school culture around Bullying, building resilience in students is regularly communicated in the newsletter. |

3 Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs. Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE). Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following:

- Teaching and reinforcing respectful relationships in anti-bullying days, structured PDHPE, Child Protection and Anti-Bullying lessons that supports students to develop social and emotional competencies and learn appropriate ways to respond to bullying behaviours.
- Individual education and behaviour plans to develop strategies for positive peer relations.

In 2023, Eltham Public School has joined The Resilience Project School Partnership Program. This program supports the wellbeing of the whole school community and builds a positive school culture. The Resilience Project (TRP) is committed to teaching positive mental health strategies to prevent mental ill health and build young people's capacity to deal with adversity. Through an evidence-based Teaching and Learning Program and inspiring digital presentations for student, staff and parents/carers, the school partnership program aims to support mental health in the classroom, staff room and family home.

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Positions: Teaching Principal, Assistant Principal Curriculum and Instruction and Classroom Teachers.

Signatures:

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