

Sydney Distance Education Primary School

Anti-Bullying Policy

2019



1 Collins St, Surry Hills NSW 2010
www.sdeps.net

SYDNEY DISTANCE EDUCATION PRIMARY SCHOOL

ANTI-BULLYING POLICY (Updated March 2019)

Statement of Purpose

At Sydney Distance Education Primary School we are actively involved in dealing with the issues raised in relation to bullying. We seek the support of the students and the greater school community to help create a safer school climate and reduce bullying within the school.

“Every student has the right to expect that he or she will learn in an environment that is free from bullying and intimidation.”

We are committed to:

- Enhancing our school community by addressing the issues of bullying
- Ensuring that our students feel safe, happy and protected in their school environment

In developing our Anti-bullying Policy we have consulted and received approval from the whole school. This plan has been evaluated and reviewed by the Executive Team and Student Welfare Team.

Protection

There is zero tolerance for bullying at our school. We define bullying as persistent verbal, physical, social, or psychological behaviour that causes harm to individual(s). 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 or sexual orientation. We are aware that bullying can have long-term effects on all parties involved.

FORMS OF BULLYING

Verbal	Physical	Social / Psychological	Cyber
<ul style="list-style-type: none">• Teasing• Name calling• Abuse• Putdowns	<ul style="list-style-type: none">• Hitting• Tripping• Punching• Kicking	<ul style="list-style-type: none">• Spreading rumours• Excluding• coercing• Alienating	<ul style="list-style-type: none">• Sending inappropriate text messages• Sending inappropriate pictures• Threatening behaviour in chat rooms or on social network sites or over email

- Sarcasm
- Scratching
- Making inappropriate gestures
- Insults
- Spitting
- Hiding or damaging possessions
- Threats

POSSIBLE SIGNS OF BULLYING

- change in relationships
- school refusal
- underachievement
- personality change – i.e. snappy, withdrawn, outbursts of crying, etc.
- lack of confidence – i.e. withdrawal from social activities
- unusual outbursts of temper – i.e. abusive language, etc.
- avoidance of specific lessons/ days
- change of school routine – avoidance of a regular learning routine.
- delays in the return of work
- torn/ damaged clothing, belongings
- bruises, cuts, scratches that child can't really explain
- psychosomatic illnesses such as headaches, stomach aches and other pains
- jumpiness, forgetfulness, distractibility

Resources:

- **“Bullying Information for Parents” (DETYA).**
- **“Bullying preventing and responding to student bullying in schools; Guidelines” (NSW DEC)**
- **There are a number of personal development resources in the school library.**

RESPONISBILITIES

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.
- 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 the 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
- 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

Resources:

- **"Bullying preventing and responding to student bullying in schools; Guidelines" (NSW DEC)**

Prevention

Teachers are to:

- Monitor student use of the internet, cyber communication and prohibit use of social network sites.
- Monitor the use of mobile phone communication between students, where possible.
- Be observant and watchful of how students relate to each other via the internet, oral news or journal writing.
- Praise students who are 'doing the right thing'.
- Educate students using NSW PDHPE syllabus on all forms of bullying and its risks to everyone's wellbeing

We have embedded anti-bullying messages into a range of units across curriculum areas and in each year level.

Early Intervention

Teachers are to:

- Be aware of high risk / vulnerable students.
- Provide equal opportunities for all students to be involved in all activities
- Model the inclusive behaviour that is expected of all students
- Make themselves approachable to students who might need extra support

Response

Teachers are to:

- Encourage students who witness bullying to report incidents.
- Be PROACTIVE instead of REACTIVE.
- Give students additional chances and warnings when they become offenders.
- Remember 'Duty of Care'.
- Record incidents at Learning Support Team meetings, with response options following guidelines in the Code of Fair Discipline.

Step 1

Making a Student Welfare complaint

Any student or parent with a complaint should seek assistance from the school's executive for Welfare

The student or parent making the complaint should have either directly experienced or observed the alleged behaviour or practice.

They may approach any staff member to help them bring their complaint to the school's executive for Welfare. A parent or caregiver may lodge a complaint (on behalf of their child.

Accepting a complaint

The school's executive for Welfare will:

- Obtain details of the complaint;
- Inform the person(s) making the complaint of:
 - (i) the process by which the complaint will be investigated and the confidential nature of that process;
 - (ii) their right to be protected from victimisation for making the complaint;
 - (iii) their right to approach an external body such as the Anti-Discrimination Board or Ombudsman.

Step 2

Investigating the complaint

The contact person will:

- Interview the person(s) who made the complaint and any other person who may be able to assist the investigation.
- Interview the student/s against whom the complaint is made; where feasible.
- If appropriate, seek resolution of the issue by conciliation
- Prepare a written report for the principal. The report will include a clear recommendation on what action is to be taken.

Step 3

Making a Decision

The Principal and Student Welfare Team will:

- Decide on appropriate action.

- Advise all parties of the action and the reasons for it.
The action taken may include:
 - provision of an individual or class based student welfare program including, as appropriate, a stronger emphasis on non-discriminatory perspectives and/or anti-bullying in the school's overall curriculum;
 - disciplinary action within the context of the school's Code of Fair Discipline;
 - dismissal of the complaint as groundless, or lacking in evidence.

Step 4

Further Action

The Student Welfare Team and classroom teacher will be responsible for regular monitoring of the situation to ensure that the recommended actions are implemented

Incident / Complaint

1. What happened?

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2. Where did it happen?

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3. When did it happen?

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4. Who was involved?

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5. Who saw the incident?

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6. How could this problem be solved?

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Name: (if you wish to give your name)

.....

Class

APPENDIX II: SYDNEY DISTANCE EDUCATION PRIMARY SCHOOL
DISCIPLINARY RESPONSES TO STUDENT MISCONDUCT ON SCHOOL PREMISES

Levels of Misconduct	Examples	Disciplinary Response	Response Options
1. Minor misbehaviour on the part of the student: - impeding classroom procedures or interfering with the orderly operation of the school - usually handled by an individual staff member	<ul style="list-style-type: none"> * Three warnings * Improper language * Backchat * Disruptive behaviour * Inappropriate behaviour * Out of bounds * Disobedience 	<p>Immediate intervention by the staff member supervising the student. Identify and discuss rule being broken. Time-out with class teacher. <u>Repeated misbehaviour requires P/T conference: - with class teacher.</u></p>	<p>Verbal reprimand Time-out from current activity Incident book entry Parent notification Special assignment</p>
2. Misbehaviour which, because of its frequency or seriousness, disrupts the learning climate of the school: - these infractions require the intervention of an Deputy Principal	<ul style="list-style-type: none"> * Spitting at others * Abusive and/or racist language * Leaving school grounds * Dangerous inappropriate behaviour 	<p>Time-out with Deputy Principal. Deputy Principal meets with student to discuss behaviour. Behaviour Passport is given to monitor student behaviour in the school. Deputy Principal signs the passport each day. <u>A proper and accurate record is maintained of the offence and disciplinary action. Parent conference is held with class teacher/Deputy Principal.</u></p>	<p>Time-out from current activity Behaviour Passport Parent notification Notification of school's Anti-Racism Officer Referral to Counsellor</p>
3. Acts directed against persons or property but consequences do not seriously endanger the health or safety of others in the school.	<ul style="list-style-type: none"> * Fighting/Threatening * Vandalism * Stealing * Abusive and/or threatening language * Repeated intended unexplained absences 	<p>Time-out with Deputy Principal. Deputy Principal initiates disciplinary action by investigating the infraction and conferring with staff on the extent of consequences. Behaviour Passport is given to monitor student behaviour in the school. Deputy Principal signs the passport each day. Principal meets with parents about the misconduct and resulting disciplinary action. <u>A proper and accurate record of the offence and of the disciplinary action is maintained by the Principal.</u></p>	<p>Time-out from current activity Behaviour passport Parent notification Counsellor referral</p>
4. Acts of violence directed at another person or person's property, or which pose a direct threat to the safety of others in the school.	<ul style="list-style-type: none"> * Physical violence * Extortion * Possession/use of a dangerous weapon * Vandalism * Arson * Possession/sale of stolen goods * Threats of violence towards teacher 	<p>Time out with Principal. Principal verifies offence, confers with the staff involved and meets with student. The student is immediately removed from the school environment. Parents are notified and an interview is requested. Principal may contact police. <u>A complete and accurate report is submitted to Bondi School Education Area Office</u></p>	<p>Time-out from current activity Behaviour Passport Parent Notification Counsellor notification Police intervention</p>