



Education &
Communities

Anti-bullying Plan Hampden Park Public School – As at 23/7/2018





Bullying:

Preventing and Responding to Student Bullying in Schools Policy (2011)

The NSW Department of Education and Communities rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying

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.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour can be:

- **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- **physical** eg hitting, punching, kicking, scratching, tripping, spitting
- **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

The term "bullying" has a specific meaning. The school's Anti-bullying Plan sets out **the processes for preventing and responding to student bullying**. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

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.

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.

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.

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 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.

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.

Parent/carer representatives were invited through school assemblies, Facebook and Seesaw. Representatives selected are from a diverse range of language and cultural backgrounds, accurately reflecting the makeup of the school community. Parent workshops serve as collaborative opportunities for consultation and parent feedback as well as education and upskilling.

Student voice is ensured through the inclusion of student leaders from each stage of the school who are responsible for reporting and feeding back to the Anti-Bullying Team. All students are involved in developing resources for their own stage/year group to promote ownership and engagement.

Statement of purpose

All students and staff have the right to be treated fairly and with dignity in an environment free from harassment, intimidation and victimisation. The most effective approach in preventing and reducing bullying is a universal whole-school approach which includes explicit

teaching and active participation of students, staff and parents and carers.

As a result, our school community works together to:

- ensure quality learning environments that are inclusive, safe and secure, free from bullying
- develop socially responsible young people who are capable of responding to bullying behaviour and supporting other students

Protection

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create and maintain a safe, respectful learning environment that challenges bullying. Each group within the school community also has specific responsibilities in preventing and dealing with bullying, as outlined in the NSW DoE policy. The school aims to minimise bullying by engaging in a range of programs to promote respectful relationships, reduce incidences of bullying and to provide timely support from an educative framework for students who are involved in bullying, including witnesses (bystanders).

Students who are found to engage in bullying behaviour are supported in accordance with the NSW Department of Education Student Welfare Policies and Procedures including the procedures for the suspension and expulsion of school students' policy and the schools Code of Conduct.

Prevention

Our school is an inclusive environment, where diversity is affirmed and individual differences are respected across all settings. This is evidenced by staff demonstrating practices, school communications and the provision of an inclusive curriculum. In addition to developing and maintaining a supportive learning environment in class time, the school has developed strategies to promote respectful practice and collaborative play during break times. A number of school polices, including the Student Wellbeing Policy directly report specific practices that promote a safe and respectful school environment. We embed programs and values into teaching and learning in every classroom which contribute to a positive climate of respectful relationships where bullying is less likely to occur. Such practices include but are not limited to the following:

- regular teaching and explanation of the school's rules and values for students
- school-wide implementation of the *You Can Do It!* social-emotional learning program
- facilitating *Bullying. No way!* Workshops and incursions for staff and students

- teachers build positive relationships with students to support them to succeed, increase connectedness and reduce risk factors
- teachers running various Out of The Box and/or sport programs
- the use of a variety of buddy classes and cross-stage teams to promote peer support structures and skills
- our comprehensive and proactive Learning and Support Team employs a strengths-based, wholistic approach and works in collaboration with a variety of professionals and community organisations to support student learning and wellbeing
- implementation of Child Protection units of work

The wellbeing, safety and health of students inform all school policies, programs and practices. Partnerships with parents, caregivers, students and the wider community are central to the success of this process. As part of the enrolment process at the school, parents and caregivers are provided with information on expectations of the school and information is sought that can inform the school of any specific needs that may impact on a student's wellbeing and learning. Parent and caregivers are also encouraged to raise any concerns about their child's learning or wellbeing with school staff at the time of enrolment or in response to any emerging concerns. This enables school staff to assess student needs, plan to minimise risk, provide support and suggest avenues for out of school support where appropriate.

Early Intervention

While the school provides a school wide approach to promoting and teaching respectful practices and social competence, some students will require additional support as in all areas of learning. We have developed a Response to Bullying Flowchart and Action Plan to ensure that our response is comprehensive, effective and consistent across the whole school. Students may be identified through staff observation of behaviours however, when presenting behaviours are not reasonably evident, the school relies on students requesting assistance and/or parents/caregivers raising concerns with the school. When a concern is raised by staff, students, parents/caregivers or the broader community, the school will endeavour to assess the situation, act in accordance with

school policies and procedures and provide support. As with any concern raised around a student presenting difficulty in the school setting, the school will seek to work collaboratively with the student's parents/caregivers to address concerns. Specific strategies will vary depending on the situation, however, there are several common elements addressed by school actions including:

- increased monitoring of behaviours and interactions
- explicit teaching on the expectations of behaviour within the school, procedures for addressing behaviours and consequences of problematic behaviours
- request for parent/caregivers to cooperate with the school on addressing the student's difficulty
- increased teacher support in directing positive behaviour in the class setting which may include class, group or individual learning activities.

Response

In response to incidents of bullying at the school staff will:

- Listen respectfully
- Investigate the incident and interview all involved students
- Develop a plan of action as appropriate
- Provide support to the victim and others involved, including a referral to the school counselor, if required
- Communicate regarding incidents and actions with parents/carers
- Follow-up and continue to monitor the situation

In selecting appropriate actions in response to an incidence of bullying, complex issues need to be considered and individual circumstances such as age, the difference in power of those involved and/or disability need to be taken into account. Consistent with departmental and school policies, the severity and seriousness of the bullying will be assessed and action taken.

The Anti-Bullying Plan – NSW Department of Education and Communities

Any serious incident involving assaults, threats, intimidation or harassment are referred to the Principal who on examination of the seriousness and the facts, is required to act in accordance with the Department of Education policies. This may result in notifications to authorities such as the Police, the Child Wellbeing Unit or Family and Community Services and the School Safety and Security Unit.

Additional Information

Snr Constable Mick Barnes, Police Youth Liaison Officer: (02) 9784 9399
Kids Helpline: 1800 55 1800

Anti-Bullying Team Members

Ms Olivia Mackay, Deputy Principal/LST Coordinator
Ms Zeina Rizk, Kindergarten Class Teacher/LL/EALD Teacher
Ms Natasha Kotlarovska, Stage 1 Class Teacher
Ms Daina Barnes, Stage 2 Class Teacher
Ms Nicole Zabarar, LAS Teacher/Stage 2 Class Teacher
Ms Elena Rasmussen, Stage 3 Class teacher
Ms Chandra Singh, LAS Teacher

School contact information

Hampden Park Public School

Hampden Road, Lakemba 2195

Phone: 9750 4111 Fax: 9740 5153

Email: hampdenpk-p.school@det.nsw.edu.au

Web: www.hampdenpk-p.schools.nsw.edu.au/