# Smithfield Public School Anti-Bullying Plan

At Smithfield Public School we value, respect, and show tolerance of others in a safe and supportive environment. The Smithfield Public School community is committed to creating a dynamic, nurturing learning environment based on collaboration, equity, and trust.

This Anti-bullying plan sets out Smithfield Public School's position on student bullying and the requirements for preventing and responding to student bullying, including online bullying, in NSW public schools and preschools. This plan applies to all student bullying behaviour, including online (cyber) bullying, and applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

**Smithfield Public School:**

- rejects all forms of bullying behaviour including online (cyber) bullying. 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.
- works to provide safe, inclusive, and respectful learning communities that promote student wellbeing.
- implements the Department of Education Behaviour Code for Students and requires students to be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools.
- established many strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour.
- deems preventing and responding to bullying is the shared responsibility of all school staff, volunteers, contracted staff employed by the school, and students, parents, and carers.

## What is bullying?

Bullying behaviour has three key features:

- intentional misuse of power in a relationships
- ongoing and repeated
- it involves behaviours that can cause harm.
- bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert)
- bullying behaviour can also involve intimidation, victimisation, and harassment, including that based on sex, race, religion, disability or sexual orientation, both online and offline.

## Bullying Behaviour:

Bullying can take many forms. Below are some examples of the types of bullying:

- Physical: hitting, pushing, shoving, or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/ written name calling, insults, verbal abuse.
- Social (relational or emotional): gossiping, spreading rumours, playing nasty jokes to embarrass and humiliate, encouraging others to socially exclude someone, damaging someone's social reputation and acceptable.
- Cyber: Using email, text messages, memes, photos, videos, social media, group chats to humiliate and distress someone.
- Bias-based: Remarks and exclusion of people due to bias regarding someone's background, religion, race or culture including Aboriginality; having a disability; sexual preferences; size or body shape or any other ways they may be seen to be different.

## What is not bullying?

Some behaviours, while not bullying, are conflicts that still need to be address and resolved. Examples include:

- mutual arguments and disagreements (where there are no power imbalance)
- showing dislike for someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of physical, verbal, indirect, cyber, and bias-based inappropriate behaviours
- changing friendships, deciding to be friends or not friends with others

## Shared Responsibilities for Preventing and Responding to Bullying Behaviour:

Preventing and responding to bullying is the shared responsibility to all school staff, volunteers, and contracted staff employed by schools, and students, parents, and carers.

**School staff had a responsibility to:**

- support the school in maintaining a safe, inclusive, and supportive learning environment.
- model and promote appropriate relationships and behaviours.
- promote a school culture where bullying is not acceptable.
- communicate bullying incidents with parents when required.
- reinforce student achievement and wellbeing and manage disruptive student behaviour as outlined in the Student Discipline in Government School policy.
- teach students to identify, report and respond to bullying at school and online.
- manage reports of bullying and escalate matters to the principal (or delegate) when necessary.
- any non-teaching staff will refer any report of bullying to a teacher or school executive staff.

**Students have a responsibility to:**

- behave appropriately, respecting individual difference and diversity;
- report incidents of bullying;
- behave as responsible bystanders;
- behave as responsible digital citizens; and
- respond to incidents of bullying according to the school's 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 behaviour to the school; and
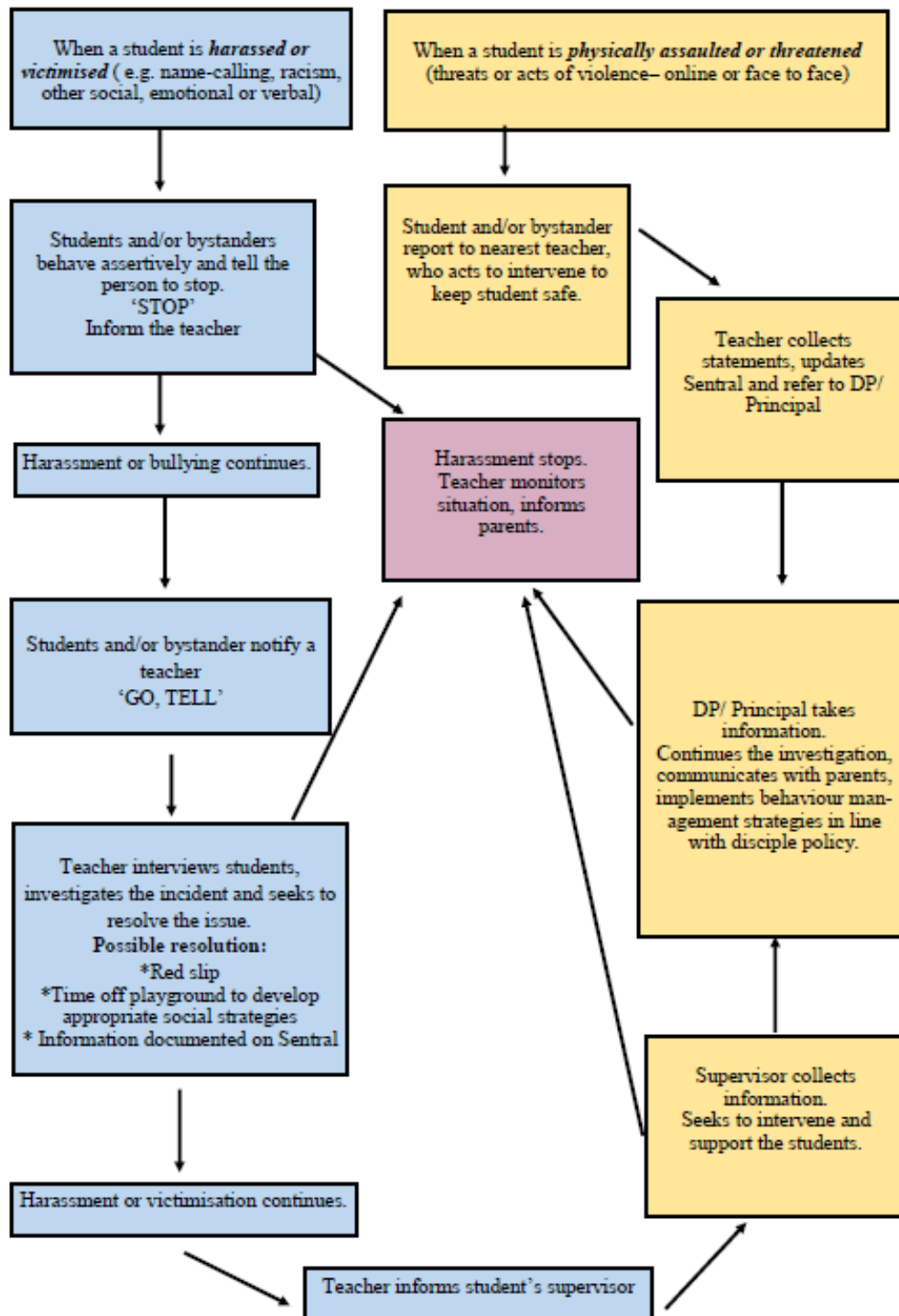- work collaboratively with the school to resolve incidents of bullying when they occur.

## Prevention strategies include:

**Whole School:**

- informing all members of the community regularly, in written and verbal and communication (school newsletter/ podcast) about the school's expectation in relation to student behaviour and anti-bullying.
- sharing the Anti-bullying Plan with all members of the community, available on the school website, updated annually and in our new enrolment package.
- maintaining easily understood rules which are fair, clear, and consistently applied. Regularly clarifying and presenting these rules at assembly through a fortnightly focus as part of Positive Behaviour for Learning.
- PBL Expected Behaviour Matrix for the classroom, playground, and other learning spaces in the school.

- teachers engage in professional learning that focus on Wellbeing Framework/ Social and Emotional Learning competencies.
- curriculum focus on explicit teaching of Personal Development, Health, and Physical Exercise. Whole school development of Scope and Sequence with a planned approach to teaching students about Anti-Bullying strategies. Students actively engage with Bounce Back program tailored to support needs of grade cohorts.

**Individual:**

When a student is *harassed or victimised* ( e.g. name-calling, racism, other social, emotional or verbal)

When a student is *physically assaulted or threatened* (threats or acts of violence– online or face to face)

Students and/or bystanders behave assertively and tell the person to stop.
'STOP'
Inform the teacher

Student and/or bystander report to nearest teacher, who acts to intervene to keep student safe.

Teacher collects statements, updates Sentral and refer to DP/ Principal

Harassment or bullying continues.

Harassment stops. Teacher monitors situation, informs parents.

Students and/or bystander notify a teacher
'GO, TELL'

DP/ Principal takes information.
Continues the investigation, communicates with parents, implements behaviour man-agement strategies in line with disciple policy.

Teacher interviews students, investigates the incident and seeks to resolve the issue.
**Possible resolution:**
*Red slip
*Time off playground to develop appropriate social strategies
* Information documented on Sentral

Supervisor collects information.
Seeks to intervene and support the students.

Harassment or victimisation continues.

Teacher informs student's supervisor

## Guidelines and strategies for Parents/Guardians

| How do I know if a young person is being bullied? | What can parents do it their child is being bullied? |
|---|---|
| Some signs that a young person may be being bullied include:<br>• not wanting to go to school<br>• have falling school grades<br>• changing their route to school or become frightened of walking to school<br>• changes in sleeping or eating patterns<br>• frequent tears, anger, mood swings and anxiety<br>• having unexplained bruises, cuts and scratches<br>• missing or damaged belongings or clothes<br>• asking for extra pocket money or food<br>• Arriving home hungry | • Do not directly approach any other student or their family<br>• Contact the school and make an appointment to discuss the issue<br>• Refer to the flowchart of this Anti-Bullying Plan<br>• Work with your child's school to solve the problem by establishing a plan for dealing with the current situation and future bullying incidents |

### Websites:

- Department of Education- Bullying of Students- Prevention and Response Policy- https://education.nsw.gov.au/policy-library/policies/pd-2010-0415

- The Bullying Project: https://thebullyproject.com.au/parents/

- Bullying No Way- https://bullyingnoway.gov.au/support-and-advice/for-families

- Kids Helpline: https://kidshelpline.com.au/

The Anti-Bullying Plan will be formally reviewed annually.

*(Revised 2024        To be reviewed: 2025)*

Professional learning regarding these procedures will take place annually.