



# BIDDABAH PUBLIC SCHOOL

"Safe, Respectful, Responsible"

## **Biddabah Public School Implementation Procedures for the DoE Policy: Preventing and responding to Student Bullying in schools.**

This document describes the practices to be undertaken by Biddabah Public School based on the DoE policy: Preventing and responding to Student Bullying in schools which can be found at:-

<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

Further documents to support the implementation of this policy include:-

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/anti-bullying/parents-and-carers>

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

### **Program Aims and Rationale**

Biddabah Public School uses a proactive approach that teaches students strategies in how to work and play in the classroom and playground. They provide teachers with a framework that is positive and consistent across grades K-6. We aim to :-

- ensure the school is a safe and happy environment for all.
- recognize that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness.
- provide a strong supportive culture where there is an understanding that bullying and anti social behaviour is not acceptable under any circumstances.

### **Expectations of staff, students and parents**

The program emphasises a fair go for all students. Interactions between all members of the school community are positive. All students can be safe and happy at school. In particular:

- Students are expected to play safely; report all bullying incidents; co-operate with other students and staff.
- *Staff are expected to encourage co-operative behaviour through co-operative learning techniques; be vigilant and proactive on playground duty; respond to all students' concerns and complaints; assist with the identification of students who are using bullying behaviour; be positive role models for all students; and be aware of the DoE discrimination policies.*
- Parents are asked to discuss the policy with their child; encourage co-operative behaviour in the children; discourage retaliation of any kind; encourage independence in their children; and report any incidents of harassment.



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## What is Bullying?

**Bullying is the intentional harming or hurting of a person, or their belongings, by another person or persons. It can be distinguished by two features:**

- **how the targeted person feels;**
- **an identified imbalance of power.**

**Bullying can be physical, verbal or psychological (indirect).**

**Bullying can be secretive - done in private - or it can be public.**

Three main groups are usually involved: the targeted persons, the perpetrators and the colluders. Colluders are usually friends or supporters of the bully. These students may or may not give verbal support, but they will add to the imbalance of power.

Some examples of bullying are:

- hitting or being violent;
- threatening or frightening others;
- jostling and pushing others;
- interfering with another's property by hiding, damaging or destroying it;
- using offensive names, teasing or spreading rumours about others or their families;
- using put-downs, belittling others' poor abilities and achievements;
- writing mean or spiteful notes or graffiti about others;
- making degrading comments about another's cultural, religious or social background, and exclusion from groups on grounds of gender, race/nationality;
- ridiculing another's body appearance;
- forcing others to do jobs or making them follow instructions.

## Whole School Strategies

- Staff, students and parents identify issues and include the mapping of the school for safe and unsafe areas.
- Buddy program-kindergarten students are buddied with year 4 students so that the older children can offer support from day one of the new school year.
- Camp excursions for Years 3 to 6 offer opportunities for students to develop cooperative skills.
- A strong student leadership group is in place, followed by class meetings.
- Playground policy is distributed annually with all students involved in discussing their behaviour and school expectations of behaviour with their parents when on the playground.
- A pastoral care program is in place through the Learning Support Team to provide additional support to students in need. This may be something as simple as asking for a teacher to volunteer to be a special buddy to a student in need of additional attention. The teacher would seek out the child at various times and engage in general conversation with the student.
- Principal and Assistant Principals have an open door policy. Parents, staff and students know they will be given time if there is a problem.



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- K-6 social skills program.
- Weekly Awards.
- Intervention programs.
- Tell them from me Surveys.
- Active identification of students requiring intervention.
- Discussion of bullying in assemblies.
- Regular articles in Contact (the school newsletter).

## Classroom Strategies

- Class rules are negotiated every year with teacher and students - based on Student Wellbeing Policy.
- Students and parents discuss and sign a personal agreement each year indicating understanding and willingness to adhere to appropriate playground behaviours.
- Class meetings are held as a means to alleviate bullying incidents.
- Specific programs are implemented in grade/class programs to address any bullying issues that are identified.
- Teaching of appropriate playground activities.
- Regular classroom discussions of bullying.
- Posters are displayed in classrooms.

## Procedures for dealing with bullying behaviour

- Class teacher and student deal with smaller issues.
- Parent and staff work with students to look at underlying problems and seek solutions.
- Principal or staff member works with individuals or groups on strategies that work.
- Regional support staff are involved with pro-social programs if required.
- Issues are resolved in a calm manner with quite a large amount of time given to hearing what each student feels and assisting all students feel more able to cope.
- Restitution when required so that students have the notion of rights and responsibilities reinforced and the requirement to take responsibility for their own action.
- All bullying incidents are detailed on an incident form, the procedures for which are:
  - Teacher on duty assists the student(s) complete the form and sends form and students to AP's office.
  - AP investigates the incident, collecting facts from all involved parties.
  - Victims of bullying are provided with counselling and appropriate strategies to deal with perpetrators of violence are determined.
  - The 'bully' spends time with the AP identifying the inappropriate behaviours and finding more appropriate ways to behave. Consequences are discussed and implemented.
  - Parent assistance in changing behaviours is sought if violence was evident or after three incident forms have been received.
  - Certain behaviours are not tolerated and may lead to suspension. These include any physical abuse that injures another person.



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- If a student persists in displaying inappropriate behaviour, intervention occurs. This may include counselling or being placed on a daily social skills program.

## **Evaluation**

Decreased incidents in the playground - collected over the year.

Note: If bullying persists or recurs, consequences as given in the School Behaviour Support and Management plan are implemented.

Updated February 2023