



King Park Public School's

Anti-Bullying Procedures- 2023

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.

1. Introduction

At King Park Public School, we are committed to providing a safe, inclusive learning environment that is respectful for all students. We believe that every student has the right to learn and develop without fear of bullying or harassment. This Anti-Bullying Policy is aligned with the Bullying of Students- Prevention and Response Policy issued by the New South Wales (NSW) Department of Education and aims to promote positive relationships and prevent bullying behaviours.

2. Definition of Bullying

Bullying is defined as repeated verbal, physical, social, or psychological aggression, whether direct or indirect, by a student or group of students towards others. It involves a power imbalance and causes harm, distress, or fear to the targeted student(s). Bullying can take various forms, including but not limited to physical intimidation, cyberbullying, exclusion, name-calling, and spreading rumours.

See Appendix A

3. Responsibilities

3.1. School Staff

All staff members at King Park Public School have a shared responsibility to prevent and address bullying behaviours. This includes:

- Raising awareness about bullying prevention and response strategies through regular staff communication and professional learning opportunities.
- Promoting a positive school culture and fostering inclusivity through the development of proactive strategies and initiatives.
- Promptly addressing incidents of bullying and providing appropriate support to the targeted student(s).
- Engaging in ongoing professional development related to anti-bullying strategies and creating a safe and supportive environment for all students.
- Providing resources, information, and support to new and casual staff members to ensure they understand and comply with the anti-bullying policy.

3.2. Students

All students have the right to feel safe and respected at King Park Public School. Students are expected to:

- Treat others with respect and kindness, promoting a positive and inclusive school culture.
- Refrain from engaging in bullying behaviours or supporting bullying incidents.
- Report any incidents of bullying to a trusted adult, Assistant Principals, or School Principal.
- Participate in anti-bullying education and awareness programs as part of their school curriculum.

3.3. Partnerships with Families and Community

Building strong partnerships with families and the wider community is crucial to preventing and addressing bullying. We will:

- Provide resources and information to families on bullying prevention, reporting procedures, and support services.
- Seek input and collaboration from parents, guardians, and community members in developing and implementing Marea

T Extended leave enting anti-bullying strategies and initiatives.

c. Foster open lines of communication to ensure parents and guardians are informed and involved in addressing incidents of bullying.

4. Preventative Measures

4.1. School Culture and Inclusion

a. Positive Behaviour Support: Implement a whole-school approach to positive behaviour support, which promotes respectful and inclusive behaviour among students.

b. Student Leadership and Engagement: Encourage student involvement in decision-making processes, promoting a sense of ownership and responsibility for maintaining a positive school culture.

c. Peer Support Programs: Establish peer mentoring and support programs to foster positive relationships, provide role models, and build a sense of belonging.

4.2. Student Assemblies

a. Anti-Bullying Education: Conduct regular student assemblies focused on anti-bullying education, empathy, respect, and the promotion of positive behaviours.

b. Guest Speakers: Invite experts, community members, and organisations to deliver presentations on bullying prevention, mental health, and building resilience.

4.3. Staff Communication and Professional Learning

a. Regular Communication: Maintain open lines of communication between staff members to share information, strategies, and resources related to bullying prevention and response.

b. Professional Learning: Provide professional learning opportunities for staff to enhance their understanding of bullying dynamics, prevention strategies, and effective response techniques.

4.4. New and Casual Staff

a. Induction Process: Include information about the school's anti-bullying policy, procedures, and resources in the induction process for new and casual staff members.

b. Training and Support: Offer specific training and support for new and casual staff members to ensure they have the necessary knowledge and skills to address bullying incidents effectively.

4.5. Resources

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

b. Curriculum Integration: Incorporate anti-bullying education into the school curriculum across various subjects and year levels.

5. Reporting and Response Procedures

5.1. Reporting

a. Multiple Reporting Avenues: Multiple avenues have been established for students to report bullying incidents.

b. Anonymous Reporting: Students can report incidents anonymously to ensure a safe and confidential reporting environment. A Feedback box has been established in the office so students can report incidents.

c. Clear Communication: Reporting procedures have been communicated to all students, staff, parents, and guardians, ensuring they are aware of how to report incidents and receive support.

See Appendix B.

5.2. Responding

- a. Immediate Support: Immediate support and assistance is provided to the targeted student(s) involved in bullying incidents.
- b. Investigation: A thorough investigation is conducted into reported incidents, ensuring confidentiality and fairness.
- c. Consequences and Interventions: Appropriate consequences are applied to the student(s) responsible for bullying behaviours and targeted interventions are implemented to address the underlying causes in line with our school anti-bullying procedures.
- d. Support and Referral: Ongoing support is offered to the targeted student(s) and, if necessary, referrals are made to external support services.

6. **Communication with Parents**

- a. Parent Information Sessions: Information sessions are conducted for parents and guardians on bullying prevention, reporting procedures, and support available to students once a semester at the second P & C Meeting.
- b. Regular Updates: Parents receive communication regarding any incidents of bullying, actions taken, and ongoing support provided to the targeted student(s).
- c. Collaborative Approach: The school works collaboratively with parents to address bullying incidents and develop strategies for prevention. The student's Anti-bullying Student Support Plan is shared with involved parents. This is to be tracked on The Bullying Incidents Spreadsheet saved in Teams, Executive, Behaviour, Anti Bully Folder.

7. **Support for Wellbeing and Positive Behaviours**

- a. Student Wellbeing Programs: Evidence-based programs that promote well-being, resilience, and positive mental health are taught through the school curriculum.
- b. Restorative Practices: A culture of respect and understanding is fostered through restorative practices, conflict resolution, and mediation techniques.
- c. Counselling and Support Services: Access to counselling and support services is provided for students involved in bullying incidents, both as targets and perpetrators.

8. **Monitoring and Review**

This policy will be reviewed once a year to ensure its effectiveness and alignment with the NSW Department of Education's Bullying of Students- Prevention and Response Policy. Staff, students, parents, and community members will be consulted in the review process to gather feedback and suggestions for improvement.

9. **Distribution and Communication**

This Anti-Bullying Plan and procedures will be made available to all staff members, students, parents, and guardians through the school's website, newsletters, and other communication channels. The policy will also be discussed and reviewed with staff, students, and parents regularly to reinforce its importance and ensure understanding.

Appendix A

Bullying: Types and Examples

Bullying is when someone repeatedly hurts, threatens, or picks on another person on purpose. It can happen in different ways, and it's important to recognise the different types of bullying to help stop it. Remember, no one deserves to be bullied, and it's essential to speak up and get help if you witness or experience any form of bullying. Here are the common types of bullying and some examples:

1. Physical Intimidation:

Physical intimidation involves using physical force or actions to harm or intimidate someone. Examples include:

- Hitting, kicking, or pushing someone.
- Taking or damaging someone's belongings.
- Making threatening gestures or actions towards someone.

2. Cyberbullying:

Cyberbullying is bullying that takes place online or through digital devices. It can happen through text messages, social media, emails, or online gaming. Examples include:

- Sending mean or threatening messages or comments
- Spreading rumours or lies about someone through social media or online platforms.
- Creating fake profiles or impersonating someone to harass or embarrass them.

3. Exclusion:

Exclusion means intentionally leaving someone out or isolating them from a group. Examples include:

- Ignoring or refusing to include someone in activities or games.
- Purposefully excluding someone from social gatherings or events.
- Forming cliques or groups that intentionally exclude certain individuals.

4. Name-Calling:

Name-calling involves using hurtful or derogatory words or phrases to mock or insult someone. Examples include:

- Using racial, homophobic, or sexist slurs to insult someone.
- Mocking someone's appearance, abilities, or personal traits.
- Spreading hurtful nicknames or labels about someone.

5. Spreading Rumours:

Spreading rumours involves sharing false or damaging information about someone with the intent to harm their reputation or relationships. Examples include:

- Sharing false information about someone's personal life or experiences.
- Starting and spreading gossip about someone to make others think negatively of them.
- Creating and spreading rumours about someone's family or friends.

Remember, these are just a few examples, and bullying can take many forms. It's important to speak up and report any incidents of bullying to a teacher, parent, or trusted adult. Together, we can create a safe and supportive environment for everyone at King Park Public School.

Appendix B



King Park Public School's Response to Bullying Incidents

1. Definition of Bullying:

- Clearly define what constitutes bullying behaviour (see Appendix A), emphasising that it involves repeated intentional acts of aggression or harm directed towards an individual or group.

2. Reporting and Identification:

- Encourage students, parents/guardians, and staff to report any incidents of bullying promptly.
- Provide multiple channels for reporting, such as anonymous reporting boxes, online reporting systems such as the school email, and to a trusted adult including classroom teachers, Stage Assistant Principals and Principal.
- Provide Professional Learning for staff members to identify signs of bullying, including behavioural changes, withdrawal, anxiety, or unexplained physical injuries.
- Train students to report bullying that they may witness to classroom teachers, playground teachers, Assistant Principals and Principal.

3. Initial Response:

- Ensure that all reports of bullying are taken seriously and treated confidentially.
- Notified staff member to inform their Stage Assistant Principal/Principal and they will initiate the appropriate response.

4. Investigation and Assessment:

- Stage Assistant Principal to conduct a thorough investigation into reported incidents, including gathering relevant information and interviewing involved parties.
- Assess the impact of the bullying on the victim's physical and emotional well-being, academic progress, and overall school experience.

Stage Assistant Principal to document all investigations and save it in the Teams, Executive, Behaviour, Anti Bully Folder. Assistant Principal to determine seriousness of the incident and whether a Anti Bullying Support Plan is to be developed.

5. Support for Victims:

- Provide immediate support and assistance to victims of bullying, ensuring their safety and well-being. Parents of all involved parties are to be informed.
- Offer counselling services or referrals to external support services if needed.
- Develop a Anti Bullying Support Plan if required and tailor it to the specific needs of the victim, including academic accommodations, emotional support, and intervention strategies. This is to be saved in the Teams Exec Behaviour Drive.

6. Interventions and Consequences for Perpetrators:

- Implement appropriate interventions and consequences for the perpetrators of bullying, in line with the school's behaviour management procedures.
- These may include disciplinary actions, restorative practices, counselling, education programs, or parental involvement, depending on the severity and frequency of the bullying behaviour.

7. Prevention Strategies:

- Implement proactive strategies to prevent bullying, such as school-wide awareness campaigns, social-emotional learning programs, and promoting a positive and inclusive school culture.
- Conduct regular training for staff, students, and parents on recognising, addressing, and preventing bullying.
- Encourage the involvement of students in anti-bullying initiatives, such as peer support programs and student-led campaigns.

8. Documentation and Record-Keeping:

- Maintain accurate and comprehensive records of reported incidents, investigations, interventions, and outcomes.
- Ensure that records are securely stored on Teams, Executive, Behaviour, Bully Incidents.

9. Review and Evaluation:

- Regularly review and evaluate the effectiveness of the school's bullying policies and procedures.
- Seek feedback from students, parents, staff, and relevant stakeholders to identify areas for improvement.
- Make necessary adjustments to policies and procedures based on feedback and emerging research.