



Chifley Public School

Anti-Bullying Implementation Plan

Reviewed February 2024

This implementation plan outlines the processes for preventing and responding to student bullying in our school and reflects resources available on the NSW anti-bullying website and *Bullying: Preventing and Responding to Student Bullying in Schools Policy* – NSW DoE.

The Chifley Public School Anti-Bully implementation plan has been developed as a whole school community and ratified by the School Council. Its implementation will be evaluated and reviewed as part of the ongoing function of the School Executive and through school community feedback.

Statement of purpose

Schools are responsible for providing safe and supportive learning environments where all students can participate equally without discrimination and fear, (House of Representatives Standing Committee on Employment, Education and Training 1993).

Aligned against the Wellbeing Framework for Schools, Chifley Public School actively promotes a **positive, caring and inclusive** school culture that values and practices zero tolerance towards bullying behaviours, and a whole school approach to respectful relationships and a safe and supportive learning environment for all students.

Bullying has three main features – it:

- involves a misuse of power in a relationship;
- is ongoing and repeated; and
- involves behaviours that can cause harm.

Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying can have a lasting impact on everyone involved, including those who witness it. That is why it is important to work together to create safe school communities for everyone.

Some behaviours, while not bullying, are conflicts that still need to be addressed and resolved. Examples include: mutual arguments and disagreements (where there is no power imbalance):

- not liking someone or a single act of social rejection;
- one-off acts of meanness or spite; and
- isolated incidents of aggression, intimidation or violence.

Protection

Bullying is repeated behaviour and the misuse of power by an individual or a group that causes distress, hurt or undue pressure. Bullying comes in many forms. It is important that students and the school community understand what constitutes bullying behaviours so they can be identified and reported more accurately. Chifley Public School values and practices zero tolerance towards bullying behaviours and a whole school approach to respectful relationships and a safe and supportive learning environment for all students. Bullying includes:

Physical bullying

Fighting, kicking, punching, hitting, shoving, pinching, biting, spitting or abusive gestures.

Verbal bullying

Teasing, swearing, using put-downs, aggressive body language, eye rolling, spreading rumours, name calling, making inappropriate comments about appearances or lifestyle, making repeated or abusive phone calls.

Extortion

Threats used to take food, money or other property.

Visual bullying

Insulting notes, emails, SMS, posts/tweets/chat messages, graffiti or drawings.

Exclusion

Being deliberately ignored, made to feel invisible, group hiding from a group member, not allowed to play on regular basis. Often this is the most difficult form of bullying as it has subtle expressions.

Sexual bullying

Rude jokes about target, obscene drawings or gestures, asking questions of a sexual nature designed to shame or embarrass.

Racial bullying

Comments about looks, social or cultural differences designed to be put downs e.g. about food eaten or clothes worn.

Cyber bullying

Cyber bullying uses electronic means such as the internet and mobile phones to aggressively and intentionally harm someone. It predominantly occurs through SMS, blogs and websites, including chat rooms and instant messaging (IM). Because cyberbullying can be anonymous, cyberbullies are often emboldened by the protection this gives them. The fear factor for victims can be high as the cyberbully can enter the security of the victim's home and they may feel that there is no escape. Cyber bullying is complex and may include:

- Posting and sharing nasty, angry or rude messages, known as harassment.
- Cyber stalking, which is repeated harassment usually containing threatening messages with the aim to intimidate and create fear.
- Sending personal information about others that has been shared privately which may include sensitive personal information or images, often of a sexual nature. This is known as outing.
- An extremely heated online argument using rude and offensive language. This is called flaming. (Kids Helpline, 2016)

Signs of Bullying

Some signs that a young person may be being bullied include:

- not wanting to go to school or dropping out of sports/other recreational activities
- have falling school grades
- changing their route to school or becoming frightened of walking to school
- changes in sleeping or eating patterns
- frequent tears, anger, mood swings and anxiety
- having unexplained bruises, cuts and scratches
- missing or damaged belongings or clothes
- asking for extra pocket money or food
- arriving home hungry
- unusual reduction in socialising with friends and/or family
- sudden aversion to using their online or mobile devices
- nervous or jumpy when a mobile text message or email is received

Individual and Shared Responsibilities

The **Principal** is responsible for:

- implementing the policy within the school.
- submitting a copy of the school's Anti-bullying Plan to the Director, Public Schools whenever it is reviewed.
- reporting annually to their school community on the effectiveness of the school's Anti-bullying Plan.

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 (**upstanders**).
- 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 on-line 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 the 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.

Prevention

Chifley Public School actively promotes a positive climate of respectful relationships and a **positive, caring and inclusive** school culture.

School based anti-bullying programmes are aligned against the Wellbeing Framework for Schools. Anti-bullying messages are embedded within the school curriculum and delivered explicitly and incidentally both in class and as a whole school.

School Structure

Chifley Public School recognises that it has a responsibility to create organisational and leadership practices that promote a safe and supportive learning environment for all students. These will be reviewed as part of the three year planning cycle. Current practices include:

- Ensuring staff familiarity with the school's anti-bullying plan and procedures through professional learning, an induction for new/casual staff and a student wellbeing standing agenda item in weekly staff meetings.
- Implementing a whole school approach to student wellbeing and anti-bullying based on "**Grow Your Mind**" and the **Behaviour Support & Management Plan**.
- Developing student leadership skills through structures such as the Student Representative Council, Senior Buddies, Peer Support, School Captains, House Captains and Student Leaders.
- Student goal setting/reflection & feedback - ongoing.
- Encouraging home-school relationships and educational partnerships with parent & carer planning forums, open days, school events and family involvement in social occasions e.g. P&C fundraisers etc.
- Providing ongoing and transparent information to families and ensuring that the anti-bullying policy and procedures are accessible and understood by the whole school community – including school website.
- Organising regular assemblies to inform, promote and reinforce student wellbeing and our core school values.
- Student recognition for positive behaviour – classroom, morning lines and assemblies
- Explicit whole school anti-bullying programmes delivered in conjunction with Police Youth Liaison Officer.

- Clear procedures for reporting incidents of bullying to the school, Child Wellbeing Unit, Community Services and police.

Classroom and Teaching & Learning Programmes

Chifley Public School actively promotes:

- Mutually respectful and caring classroom environments where students are positively engaged, confident learners, well informed, experience wellbeing and supported in building positive relationships.
- A positive and successful community of learners through consistent whole school/classroom expectations that emphasise: **being respectful; being safe and being an active & engaged learner**.
- a positive learning climate where students are able, valuable and responsible.
- A holistic approach to the developmental process that recognise health, wellbeing, positive/active lifestyle choices and a growth mindset as foundational to student wellbeing outcomes.
- Classroom programming of explicit anti-bullying content and positive bystander behaviour & *upstander* intervention training.
- The responsible use of technology as an eSmart school.
- A whole school approach to student wellbeing and anti-bullying based on **“Grow Your Mind”**.

Grow Your Mind is a brain centric approach to social and emotional wellbeing by linking cognitive neuroscience, positive psychology and mindful awareness. It promotes a positive, inclusive and consistent wellbeing culture in schools by explicitly teaching:

- Resilience
- Brain Awareness
- Growth Mindset
- Impulse control and Emotional Regulation
- Character Strengths
- Mindfulness

Grow Your Mind forms a whole school approach to prevention and restorative wellbeing practices, provides consistent K-6 content and wellbeing language and supports a communication bridge between home and schools.

School and Playground Environment

At Chifley Public School, students, teachers and the school executive are responsible for ensuring that the school and playground environment are happy and safe places. Embedded strategies and activities are in place to try to make playtime a positive social experience for all students. These include:

- Clear and explicit rules for safe playground use with designated active and passive play areas.
- Active playground supervision.
- Flexible playground timetables for students requiring adjusted playground plans.
- Access to the library at lunch times.
- Ensuring games have clear rules and ball games are safely organised.
- Access to a variety of playground equipment.
- A playtime social skills programme for identified students in K-2.
- Visual wellbeing reminders across the school.

Early Intervention

Early intervention strategies and programmes at Chifley Public School for students identified as being at risk of developing long-term difficulties with social relationships and those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour include though are not restricted to:

- Identification through enrolment interview and/or referral to APs, LST and school counsellor from staff, parents and outside agencies (at or after enrolment).
- Negotiated attendance/transition plans
 - Part day enrolment

- Behavioural management transition plan
- Health care and/or transition plan
- Inter-agency partnerships (including NSW Health)
- Community support and mentoring programmes (including Kool Kids, Souths Cares)
- Home/school meetings and reviews
 - Teachers
 - School Counsellor
 - LST
 - School Executive
- Consultation with Child Wellbeing Unit and school reporting procedures aligned against Mandatory Reporting Guidelines
- Playground strategies and programmes
 - Playground Check Ins – teacher, LST Coordinator or APs
 - Adjusted playground routines and activities
 - Structured social skills playground programme (K-2)
 - Structured playground buddy groups
 - Playground behavioural contracts – outcome based
- Classroom strategies and programmes
 - Whole school student wellbeing and anti-bully programmes (including **“Grow Your Mind”**)
 - Classroom Check Ins – teacher
 - Adjusted classroom plan
 - Expectations
 - Routines
 - Seating
 - Group work
 - Buddy class
 - Classroom contract – outcome based

Note: targeted and intensive interventions can involve small groups and individuals who demonstrate bullying behaviours and/or are subject to bullying behaviours. Interventions focus on restorative practices and positive engagement at school. Interventions are coordinated through LST.

Response

Through this Anti-Bullying Implementation Plan, Chifley Public School is committed to empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.

Reporting Incidents of Bullying

Encouraging students to report is vital as bullying cannot be addressed without the reporting of incidents. Incident reporting is reinforced explicitly in class by teachers and as a whole school.

We encourage all our students to be ‘upstanders’ as opposed to bystanders. ‘Upstanders’ are students who witness bullying behaviour and report it or act on it appropriately. Having “upstanders” is critical. They can make a difference by trying to stop the bullying, by reporting incidences themselves or by supporting victims to make a report.

Incident reports are prioritised as soon as they are received. Every report is given the time it requires to solve the issue and may include flexible staffing arrangements to action.

Should students feel that they are experiencing bullying behaviours and/or witness bullying behaviours directed at other students they are:

- Encouraged to tell the student/s engaging in bullying to stop it.
- Asked to immediately tell a teacher and their parents/carers about the bullying behavior.

Report Handling Process

On receipt of a report of bullying the Principal or classroom teacher will notify parents and/or carers of both the victim/s and the antagonist/s. It may be noted to parents/carers that the act is yet to be substantiated.

At Chifley Public School support for victims of bullying is prioritised. The preferred approach taken with those engaging in bullying is to bring about a positive change in their thinking and behaviour. The process is one of shared concern where all participants contribute to a positive outcome. The role and support of the peer group and/or 'upstanders' in taking responsibility for a solution is emphasised within this process. The process includes:

- Interviewing the target of the bullying and/or those reporting the bullying.
- Completion of incident reports from those involved and witnesses.
- Discussing and clarify incident reports with those involved and witnesses.
- Logging incident reports on SchoolBytes.
- Meet with the students involved - share with the individual/group the impact of the bullying behaviour and feeling of victim/s.
- Implementing restorative justice, initiating mediation
- Implementing interventions and developing behavioural management plans (as required).
- Carrying out consequences as appropriate for behaviour (immediate suspension if required).
- Reporting incidents of bullying to the Child Wellbeing Unit, Community Services and police (as required and in line with Mandatory Reporting Guidelines).
- Ongoing monitoring and follow up with students where necessary/required.

Note: parents and carers will be involved throughout this process.

What can parents & carers do if their child is being bullied?

Parents and carers are asked to:

- Contact the school and make an appointment to discuss the issue (please do not directly approach any other student or their family).
- Ask the school for a copy of their Anti-bullying Plan.
- Work with the school to solve the problem by establishing a plan for dealing with the current situation and future bullying incidents.

For more information and resources, visit the [anti-bullying website](#).

Assaults, threats, intimidation or harassment

In the event of incidents involving assaults, threats, intimidation or harassment the following people will typically be contacted:

- 1) The principal or member for the school executive
- 2) The School Safety and Response
- 3) The School Educational Director
- 4) The police

The reporting of incidents to the Child Wellbeing Unit, Community Services and police is aligned against Mandatory Reporting Guidelines. If the incident involves children, parents and/or carers will be contacted and school counsellor may also be accessed.

Complaints Handling

In line with Department of Education (DoE) procedure, the school strives to informally resolve complaints. Provisions to formalise complaint handling procedures are dependent on the nature and seriousness of the complaint and outlined in [Complaints Handling Policy](#).

Evaluation Process

Data collection, tracking (through 3rd party provider) and analysis of incidents of bullying enables Chifley Public School to report annually to the school community on the effectiveness of the anti-bullying plan. The school's anti-bullying plan is reviewed every three years as part of a commitment to drive ongoing school improvement.

Additional Information

Police Youth Liaison Officer (YLO) and School Liaison Police officer (SLP): Maroubra Police Station 9349 9299

Useful websites include:

- [Anti-bullying](#)
- [Bullying. No Way!](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Behaviour Code for Students](#)

Principal's comment

At Chifley Public School, student wellbeing underpins our holistic, educational framework to support successful, confident, informed and actively engaged learners, and promote a **positive, caring and inclusive** school culture.

Bullying has no place within our school community. At Chifley Public School, we practice zero tolerance towards bullying behaviours and as a whole school community prioritise respectful relationships and a safe and supportive learning environment for all students.

Within our school, emphasis is placed on building a positive learning climate where students **connect, succeed and thrive**. Understanding our core school values outlined in the CPS Wellbeing Policy and the importance of choice in self-regulation, positive engagement and student achievement are critical and are reinforced explicitly and incidentally both in class and as a whole school community. Through this process, our students are empowered to contribute to their own wellbeing as well as being expected to support the wellbeing of others and the collective wellbeing of the school community.

Grow Your Mind forms the cornerstone of student wellbeing at Chifley Public School and the promotion of a happy, safe and supportive school environment. As a whole school initiative, it is both a preventative and responsive.

As principal of Chifley Public School, I am committed to student wellbeing and working with the whole school community to ensure positive relationships thrive within our school and that all our students succeed through connectedness and belonging.

This anti-bullying plan is a collaborative document and is subject to ongoing review and improvement.

Please contact me if you require clarification about the school's commitment to eliminating bullying or if you need to report or support a child being bullied.

David North
Principal, Chifley Public School

Anti-Bullying Team

David North - Principal
John Spiteri - AP
Paul Whitaker - AP
Kathryn Harris - APC&I
Jo Pennesi - LaST

School contact information

Chifley Public School
Mitchell St Malabar NSW 2036
Ph: 9661 3014
Fax: 9661 6924
Email: chifley-p.school@det.nsw.edu.au