Policy Statement:

1.1 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.

2.1 The policy applies to all NSW government schools and preschools.

2.2 This policy applies to all students bullying behaviour, including Cyberbullying that occurs in NSW government schools and preschools, and off school premises and outside of school hours where there is a clear and close relationship between the school and conduct of the student.

Statement of Purpose:

At Tamworth Public School we believe in building a culture of safety, trust, inclusiveness and connectedness with those who are like us as well as those who are different. If bullying occurs, we will address the behaviour, and put a process in place to repair the harm and restore relationships. The school has a responsibility to implement anti-bullying strategies that are both preventative and responsive for the whole school community in addressing bullying. This will be achieved through modelling and promoting appropriate behaviour and respectful behaviour. This will form a basis for a clear vision for action, to create a safer and more supportive school environment.

What is 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. Cyberbullying 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.

Conflicts or fights between equals and single incidents are not defined as bullying.”

(Bullying; Preventing and Responding to Student Bullying in Schools Policy, DEC: 2011).
Forms of Cyberbullying:
- **Flaming** – heated exchange (arguing)
- **Harassing and threatening messages**. Eg ‘text wars’, ‘griefers’
- **Denigration** – sending a nasty SMS, picture or prank phone call.
- **Impersonation** – Using a person’s name or password.
- **Outing or trickery** – sharing private personal information, message, and pictures with others.
- **Ostracism** – intentionally excluding others from an online group.
- **Sexting** – Sharing explicit material by mobile phone.

Differences between cyber and offline bullying:
- Cyberbullying can reach a much wider audience.
- Written words seem more real than spoken words.
- Abuse published online can be read over and over again.
- Online bullying can be 24/7 (constantly) anywhere and any time.
- Anonymity emboldens some students to cyberbullying who would not bully face-to-face.
- Images can be published to devastating effect.

Victims - Impact of bullying/ How can I tell if a child is being bullied?

Clues to look for -
- Child may be fearful of social situations or attending school,
- Child may exhibit a fear of inviting friends over or no friends to refer to.
- Don’t want to talk about subjects relating to school or peers.
- Quiet or won’t talk because they are scared.
- Is the child exhibiting out of character behaviour across a range of locations such as school & home?
- Is the child emotional teary, or crying?
- Is the child aggressive towards the home, siblings, and parents?
- Does the child feign illness?

**NOTE:** “No method of bullying has been reported as 100% effective. Interventions need to be matched to the particular incident of bullying. More than one intervention may need to be implemented.” (Cyberbullying: Information for Staff in Schools)
Responsibilities and delegations

Addressing Cyberbullying is a whole-of-community responsibility and requires a whole-of-community response.

Principals should:
- Ensure that the school implements an Anti-bullying Plan related to 4.1.1 of the “Preventing and Responding to Student Bullying in Schools Policy”, 2011.

All staff, including casuals, should:
- During computer lessons (several times a term) children should be made aware of cyberbullying and its implications.
- Act as a positive role model at all times.
- Listen to students and be empathetic to reports of possible bullying by respecting and supporting students.
- Have knowledge of school and departmental policies relating to bullying behaviour.
- Be vigilant in observing signs of distress or suspected bullying incidents.
- Actively teach esteem building, social skills, and conflict resolution along with anti-bullying programs in class annually through curriculum’s and pedagogy to assist students develop an understanding of bullying and its impact on individuals and the broader community.
- Take steps to assist victims of bullying.
- Report all suspected incidents to the Assistant Principal and/or Deputy using Behaviour Slips as appropriate.
- NEVER ignore or dismiss students’ concerns and respond in a timely manner.
- DO NOT expect students to ‘sort it out themselves’.
- Closely monitor the use of technology and act upon student or parent reports.
- Where incidents of cyberbullying are impacting on the learning of any student, schools will need to respond to these incidents, even if they occur out of school hours or on private equipment. The appropriate response will depend on the circumstances of the cyberbullying.
- Contact the police and the school Safety and Response Unit where incidents of cyberbullying include possible criminal behaviour.
- Keep accurate records of incidents and their management.
- Develop an understanding of the role of bystanders. “When a bystander does act there is a good chance (around 50%) that the bullying will stop. Reconciliation is more likely when bystanders intervene than when teachers intervene.”(p 2 Cyberbullying – Information for staff and schools. DET 2011).
Students should:
- Behave appropriately, respecting individual differences and diversity.
- Say NO to bullying and teasing. Tell the person bullying you that you do not like to be treated this way. If you feel unable or uncomfortable in doing this report the incident to a teacher.
- Report the incident to the teacher on duty or your classroom teacher firstly. The teacher then can follow up by passing the information to the Assistant Principal, Deputy Principal or Principal if they feel it is necessary. This is not ‘dobbing’; it is your right and responsibility.
- If you see, or know of others being bullied, report it to a teacher. Walk away from the bullying situation. If you ignore the incident bullying actions may continue.
- Take part in school programs that address bullying.
- Be confident that reported incidents will be acted upon by those you reported it to and not fear any repercussions.
- Report any misuse of technology either in or out of school.

Parents should:
- Be aware of the school’s anti-bullying policy.
- Listen to their child and make sure they understand that it not their fault.
- Encourage children to discuss any incidents and advise them to report it to staff members.
- Watch for any signs of distress, including an unwillingness to attend school, patterns of headaches, missing equipment, damaged clothing and other signs that are not ‘normal’ behaviour for that child.
- Never encourage retaliation but encourage the use of anti-bullying strategies.
- Advise the school of suspected incidents of bullying.
- Talk to the school, other parents, or support groups about strategies that might help.
- Monitor the use of technology in the home and be aware of the possibility of cyber-bullying.

Student Welfare Team should:
- Analyse and act upon RISQ data and playground book entries each term on the nature and extent of bullying in the school and report back to staff.

The school community should:
- 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.

SCHOOL SAFETY and RESPONSE hotline: 1300363778
Useful Websites:

Bullying No Way! (Bystander behaviours and games)
www.bullyingnoway.com.au

Mindmatters

Kidsmatter
http://kidsmatter.edu.au/

National Coalition Against Bullying
www.ncab.or.au

Anti-bullying

Digital Citizenship (Stages 2-3)

Cybersmart Teachers Gateway and kids portal (all stages)
www.cybersmart.gov.au

Teacher Resources-Cybersmart (also for students)

Net Alert
www.netalert.gov.au

Think U Know
www.thinkuknow.org.au

Click – a technology guide
www.click.edu.au

Friendly schools friendly families
www.friendlyschools.com.au
Resources at Tamworth Public School as at September 2011.

- What do we think about bullying? Powell, Jillian
- Bullying. Raum, Elizabeth
- Bully blocking: six secrets to help children deal with bullying and teasing. Field, Evelyn M.
- The skeleton club. Sefton, Catherine; Bradley, Maureen.
- Bully. Player, Stephen.
- Don’t be a bully, Billy! Cox, Phil
- Birds of a feather. Masson, Sophie
- Bullies: how to drive them bonkers. Barber, Tony.
- At war with the tooth fairies. Heimann, Rolf.
- Blubberguts. Rocherster, A.J.
- I am Jack. Gervay, Susanne.
- Dinosaur chase. Blathwayt, B.
- Hoot. Hiaasen, Carl
- Tashi and the golem. Fienberg, Anna.
- Bruce the goose. Axelsen, Stephen.
- Relax Max! Caswell, Brian.
- Sid and the Slimeballs. Cummings, Phil.
- Captain Mack. Roy, James.
- My guardian angel. Loves, June.
- Kev and Borax. Orman Lorraine
- Survivor. Thompson, Colin.
- Bad Girls. Wilson, J.
- May’s Riding Lesson. Bryant, Bonnie
- Get ranger. Gallate, Bernard.
- Now. Gleitzman, Morris.
• Just you wait. Smith, Craig.
• Back off bully. Dobson, Mark.
• Is it because? Ross, Tony.
• Bully busting. Seal, Bob.
• Boys education. Parent semester 1. Lillico, Ian
• Boys education. Parent semester 2. Lillico, Ian